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ABSTRACT

This bibliography is a compilation of all ERIC document citations and abstracts and CIJE citations and annotations relevant to educational finance from the beginning of the ERIC system through July 1971. The scope of the citations included incorporates all those documents bearing descriptors related to educational finance issues associated with the elementary and secondary school program in the United States. Documents concerned with student enrollment, staff compensation, and resource allocations are also included. Documents dealing with financial issues in higher education or education in countries other than the United States are excluded. The material is organized chronologically for ERIC documents (by ED number) and for ERIC journal articles (by EJ number). Both a subject and an author index are provided. The 74 major terms used in the search are displayed in the introduction. (Author/JF)

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INTRODUCTION

At the request of the President's Commission on School Finance, the Educational Reference Center conducted a series of searches of the files of the Educational Resources Information Center (ERIC) system between September 1970, and July 1971. The extent of information relevant to educational finance in the ERIC file in terms of: (1) the number of documents and (2) the degree to which the documents were relevant to various sub-topics within the educational finance grouping, led to the decision to compile and publish a single abstract and index document that would be comprehensive of all ERIC materials relevant to educational finance from the beginning of the ERIC system through July of 1971.

Scope

The scope of the documents to be included in this publication was defined as:

All ERIC documents bearing descriptors related to educational finance issues associated with the elementary and secondary school program in the United States.

Specifically excluded were documents that dealt exclusively with financial issues in higher education or education in countries other than the United States. The President's Commission on School Finance decided to include those documents related to student enrollment, staff compensation and resource allocations.

A list of all terms used in the search follows:

Major Term List–General

- Assessed valuation
- Bond issues
- Budgeting
- Budgets
- Capital
- Capital outlay (for fixed assets)
- Cost effectiveness
- Costs
- Educational economics
- Educational demand
- Educational finance
- Educational legislation
- Educational supply
- Equalization aid
- Estimated costs (cost factors)
- Expenditure per student
- Expenditures
- Federal aid
- Finance
- Financial needs
- Financial policy
- Financial problems
- Financial services
- Financial support
- Fiscal capacity
- Foundation programs
- Grants
- Incentive grants
- Initial expenses
- Legal costs
- Police costs
- Private financial support
- Program budgeting
- Property appraisal
- School accounting
- School budget elections
- School district spending
- School funds
- School taxes
- State aid
- State Federal aid
- State Federal support
- Student costs
- Student loan programs
- Tax allocation
- Tax effort
- Tax rates
- Tax support
- Taxes
- Unit costs

Major Term List–Financial Factors

Consumer economics
Economics
Fund raising
Human capital
Initial expenses
Investment
Library expenditures
Money management
Operating expenses
Project applications
Resource allocations
Resources
Salaries
Salary differentials
School support
Teacher salaries

Major Term List–Enrollment Factors

Average daily enrollment
Enrollment
Enrollment influences
Enrollment projections
Enrollment rate
Enrollment trends
Student enrollment
Student teacher ratios

The Search Process

This list of reference sources was prepared by the staff of the Educational Reference Center in close and continuous cooperation with the staff of the President's Commission on School Finance. DIALOG, an on-line interactive computer search system was used extensively in the search process. It was the power of the DIALOG system, developed by the Lockheed Research Laboratory and operated for the Educational Reference Center on a contract with the U.S. Office of Education, that made this comprehensive search possible. Although the process used is not necessarily characteristic of computer searching in general, the following steps illustrate the ways in which such searches can be conducted:

1. The concepts that fell within the definition of educational finance accepted by the President's Commission on School Finance were individually identified in negotiation between staff members of the Commission and the Educational Reference Center.
2. Individual interactive searches were conducted on each major sub-topic. During the course of the searches, the computer terminal was used to develop families of descriptor terms extending from a term as broad as educational finance to one as specific as equalization aid.
3. Documents identified as relevant in these preliminary searches were reviewed to locate additional descriptor terms that occurred in patterns but were not included in the original formulation.
4. The final, revised list of terms was prepared by Educational Reference Center staff, reviewed and approved by the staff of the President's Commission on School Finance.
5. Computer printout was generated giving bibliographic citations for all documents identified by the revised search formulation. A set of 6,994 citations was produced.
6. A redundancy and relevance check, performed manually on each item on that list. This check reduced the selection to the documents that comprise the final set.

Participation in the development process included George Arnold, Amy Colmen, President's Commission on School Finance; Harvey Marron, Division of Information Resources, Office of Education; Charles Hoover, Educational Resources Information Center (ERIC), Office of Education; Charles Haughey, Charles Missar, Richard Lallmang, Wade Patterson, Educational Reference Center, Office of Education.

ORGANIZATION

COVERAGE

Educational Finance–An ERIC Bibliography includes a listing of documents which were acquired by Clearinghouses in the ERIC network, and subsequently announced in *Research in Education*. Citations and abstracts related to educational finance were also obtained from *Selected Documents on the Disadvantaged* and *Office of Education Research Reports, 1956-1965*. Journal articles about finance which were indexed for *Current Index to Journals in Education* are also included. All of this material is organized into four sections: ERIC Documents, ERIC Journal Articles, Subject Index, and Author Index.

SUBJECT INDEX

References to both ED accession numbers and EJ accession numbers are given in the subject index. A title and ED number are included for each document listed under a subject heading. The ED number refers to a main entry in the ERIC Documents section where complete bibliographic information, price, and abstract can be found.

Listings in the subject index for ERIC journal articles include the title of the article and EJ number. The EJ number refers to a main entry in the ERIC Journal Articles section where complete bibliographic data can be found.

BIBLIOGRAPHIES
SELECTED, ANNOTATED BIBLIOGRAPHY RELATING TO NEW PATTERNS OF STAFF UTILIZATION. ED012506
NUMBER AND SUBJECT INDEX OF SELECTED DOCUMENTS ON EDUCATIONAL ADMINISTRATION. ED014148
TELEVISION AND EDUCATION, A BIBLIOGRAPHY. ED014872
PROGRAMMED LEARNING--A BIBLIOGRAPHY OF PROGRAMS AND PRESENTATION DEVICES. FOURTH EDITION. ED016393
SELECTED BIBLIOGRAPHY OF JOURNAL ARTICLES ON EDUCATIONAL DATA PROCESSING. ED017060
PROGRAMMED INSTRUCTION GUIDE. ED017803

AUTHOR INDEX

References to both ED accession numbers and EJ accession numbers are included in the Author Index. These numbers refer to the appropriate main entry section where complete information relating to the entry can be found.

AARNES, HALE
A DYNAMIC CHARTER FOR RURAL EDUCATION. ED020834
AARON, PHILIP T.
PUTTING CHARITY IN TUITION AID EJ 014 560

ERIC DOCUMENTS

The sample entry below explains the information regarding each document included in this bibliography. Entries are arranged in ED accession number sequence, but these numbers are not consecutive. Most of the documents listed are available in either microfiche (MF) or hard copy (HC) form. For ordering information, see the section on **HOW TO ORDER ERIC DOCUMENTS.**

> **ED001002**
> **A PLAN FOR EVALUATING MAJOR ACTIVITIES IN GREAT CITIES SCHOOL IMPROVEMENT PROGRAM.** MARBURGER, CARL L.; RASSCHAERT, WILLIAM M., JUL62, 30P.
>
> THE GUIDE IS INTENDED TO ASSIST PROJECT DIRECTORS IN THEIR EFFORTS TO DEVELOP MORE SYSTEMATIC AND THOROUGH EVALUATION DESIGNS FOR THE GREAT CITIES SCHOOL IMPROVEMENT PROGRAM. MAJOR DIMENSIONS OF TEACHING-LEARNING, SCHOOL-COMMUNITY, AND PUPIL-PARENT-TEACHER ACTIVITIES ARE LISTED. MAJOR EVALUATION AREAS ARE IN PUPIL ACHIEVEMENT, IMPLEMENTED BY GROUP TESTING, CASE STUDIES, AND SCHOOL HOLDING POWER, AND ATTITUDE AND BEHAVIORAL CHANGES IN PUPILS, TEACHERS, AND PARENTS. OTHER IMPORTANT AREAS EVALUATED ARE SCHOOL COSTS, PROJECT STAFF ACHIEVEMENT, TEACHING MATERIALS, AND TECHNIQUE ACHIEVEMENT, SCHOOL-COMMUNITY RELATIONS, SCHOOL HEALTH SERVICES, AND IMPLICATIONS FOR CITY-WIDE EDUCATIONAL PROGRAM. TO ENABLE THE READER TO FOLLOW THE EVALUATION PLAN MORE EASILY, AN OUTLINE OF ACTIVITIES IS PRESENTED AS PART I. PART II IS THE EVALUATION PLAN ITSELF, AND IS ACTUALLY THE ORIGINAL OUTLINE EXPANDED TO INCLUDE TESTS, INSTRUMENTS FOR TESTING, AND SUGGESTED TREATMENT OF DATA FOR EACH OUTLINE AREA.

ERIC JOURNAL ARTICLES

The complete journal citation is given for each entry. Entries are arranged in EJ accession number sequence, but these numbers are not consecutive.

> **EJ 000 028** AA 500 315
> **PLANNING-PROGRAMMING-BUDGETING SYSTEMS FOR EDUCATION** POINDEXTER, CHARLES C., *HIGH SCH J,* V52 N4, PP206-217, 69 JAN
>
> **EJ 000 039** AA 500 692
> **THE DECENTRALIZATION CONTROVERSY: SOME RELATIVELY OBJECTIVE VIEWS** ANRIG, GREGORY R., *AMER EDUC,* V5 N2, PP2-3, 69 FEB

Reprints of ERIC journal articles are available from the journal publishers only. For information regarding specific journals, contact CCM Information Corporation.

ERIC DOCUMENTS

ED001002
A PLAN FOR EVALUATING MAJOR ACTIVITIES IN GREAT CITIES SCHOOL IMPROVEMENT PROGRAM. MARBURGER, CARL L.; RASSCHAERT, WILLIAM M., JUL62, 30P.

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ED001004
BASIC CONSIDERATIONS FOR EDUCATIONAL PLANNING FOR CHILDREN IN DEPRESSED URBAN AREAS. 12JUL62, 39P. PRESENTATION TO THE WORK CONFERENCE ON CURRICULUM AND TEACHING IN DEPRESSED URBAN AREAS

AT A MEETING OF THE SUPERINTENDENTS AND BOARDS OF THE 14 LARGEST AMERICAN SCHOOL SYSTEMS, CONCERNS WERE SHARED ABOUT THE PROBLEMS OF EDUCATION IN LARGE URBAN AREAS. A CAREFUL STUDY OF CURRENT AND PROSPECTIVE YOUTH OPPORTUNITIES WAS MADE, AND FINDINGS ARE BEING IMPLEMENTED IN APPROPRIATE PROGRAMS IN EACH OF THE CITIES. THE PROBLEM OF LIMITED FINANCIAL RESOURCES LED TO A COOPERATIVE STUDY OF FISCAL POLICY. AN INTENSIVE ANALYSIS WAS MADE OF FACTORS WHICH INDICATE EDUCATIONAL DEPRIVATION - LOW ACHIEVEMENT, POOR ATTENDANCE, TRUANCY, AND HIGH FAILURE RATE. THE "CENTRAL HYPOTHESIS" WAS DEVELOPED WHICH STATES THAT THE PROBLEMS OF CHILDREN OF LIMITED BACKGROUNDS CAN BE EFFECTIVELY AND ECONOMICALLY SOLVED BY THE DEVELOPMENT OF A PROGRAM OF EDUCATION ADAPTED TO THEIR NEEDS, THE MODIFICATION IN ORGANIZATIONAL PATTERNS WITHIN THE SCHOOL, PROPER SELECTION AND UTILIZATION OF PERSONNEL, IMPROVED UTILIZATION OF INSTRUCTIONAL MATERIALS AND EQUIPMENT, AND INVOLVEMENT OF PARENTS AND COMMUNITY IN THE EDUCATIONAL PROGRAM. IT IS HOPED THAT A LARGE NUMBER OF CHILDREN ATTENDING PROJECT SCHOOLS WILL LEAVE THEM WITH POSITIVE SELF-IMAGES, HIGHER GOALS, GREATER SCHOLASTIC ACHIEVEMENT AND IMPROVED CITIZENSHIP, AND THAT THEY WILL BE MORE ADEQUATELY PREPARED FOR CONTINUING SCHOOL OR GOING TO WORK, THEREBY BEING MADE INDEPENDENT, RATHER THAN DEPENDENT CITIZENS. IN ADDITION TO THESE OBJECTIVES, THE DETROIT PROGRAM HAS THE FOLLOWING SPECIAL EMPHASES--(1) A PROGRAM OF TEACHER-SCHOOL-COMMUNITY IMPROVEMENT INVOLVING K-12 GRADE LEVELS, (2) REALISTIC FISCAL SUPPORT, AND (3) RECOGNITION THAT LONG-TERM PROGRAMS ARE NEEDED IF SIGNIFICANT CHANGE IS TO BE EFFECTED. BROAD DISCUSSION AND A PLAN FOR THE EVALUATION OF THE DETROIT PROJECT ARE INCLUDED.

ED001009
THE STRUCTURE OF EDUCATIONAL COSTS IN THE GREAT CITIES. 07AUG64, 57P.

THE ATTEMPT IS MADE TO DEVELOP A STRUCTURE OF COSTS WHICH EXPRESSES THE FUNCTIONAL COMPONENTS OF 12 GREAT CITIES PROGRAMS (BALTIMORE, BOSTON, CHICAGO, CLEVELAND, DETROIT, HOUSTON, LOS ANGELES, MILWAUKEE, NEW YORK, PHILADELPHIA, PITTSBURGH, AND ST. LOUIS). THE MOST FUNDAMENTAL COMPONENT IS THE INSTRUCTIONAL UNIT, DEFINED AS A FULL-TIME TEACHER FOR A SPECIFIED TEACHING AREA FOR A GIVEN NUMBER OF PUPILS. ADMINISTRATION AND SPECIALIZED SERVICES, SUCH AS COUNSELING AND EQUIPMENT, ARE EVALUATED IN TERMS OF SUPPORT TO THE TEACHER. BASIC COSTS REVEAL THAT THE AVERAGE COST PER PUPIL IN ELEMENTARY SCHOOLS RANGES FROM $185 IN HOUSTON TO $297 IN NEW YORK. THE AVERAGE COST FOR ALL OF THE CITIES IS $250 PER PUPIL. TWO FACTORS ARE FOUND TO ACCOUNT FOR THE DISCREPANCIES-TEACHER'S SALARIES AND PUPIL-TEACHER RATIOS. IN REGULAR HIGH SCHOOL PROGRAMS AVERAGE COST PER PUPIL IS $323 WHILE IN SPECIAL PROGRAMS, THE AVERAGE IS $462. TEACHERS RECEIVE APPROXIMATELY 51 PERCENT OF ALL SALARIES PAID FOR THE FUNCTION OF TEACHING IN ELEMENTARY SCHOOLS WHILE 42.8 PERCENT IS RECEIVED IN HIGH SCHOOLS. COSTS OF CAPITAL OUTLAY ARE CONSIDERED IN TERMS OF ELEMENTARY, JUNIOR HIGH AND SENIOR HIGH SCHOOLS. COMPARATIVE ANALYSES ARE PRESENTED WITH TABLES. DATA IS INCLUDED ON PUPIL DISTRIBUTION, PUPIL-TEACHER RATIOS, TEACHER SALARIES, NONTEACHING STAFF SALARIES, EXPENSES FOR COMMUNITY SERVICES, SECRETARIES AND CUSTODIANS, RETIREMENT FUNDS, NIGHT SCHOOL AND SUMMER SCHOOL.

ED001092
SELECTED STATE PROGRAMS IN MIGRANT EDUCATION. 45P.

METHODOLOGY OF THIS STUDY WAS TO SEND A QUESTIONNAIRE TO STAFF MEMBERS OF SEVEN STATE DEPARTMENTS OF EDUCATION WHO WERE IN SOME WAY RESPONSIBLE FOR THE EDUCATION OF MIGRATORY CHILDREN WITHIN THEIR RESPECTIVE STATES--CALIFORNIA, COLORADO, NEW JERSEY, NEW YORK, OHIO, OREGON, AND PENNSYLVANIA. FINDINGS OF THE SURVEY WERE AS FOLLOWS--MIGRATORY CHILDREN ATTEND SCHOOL IRREGULARLY, BECOME ACADEMICALLY RETARDED, AND POSE FUTURE EDUCATIONAL PROBLEMS FOR SOCIETY. OPPOSITION TO THE EDUCATION OF THESE CHILDREN OFTEN COMES FROM LOCAL CITIZENS AS WELL AS THE MIGRANTS. INCREASE PLANNING AND ACTION AT THE STATE LEVEL IS HELPING TO OVERCOME SOME OF THE PROBLEMS. SUMMER SCHOOLS ARE ONE MEANS OF IMPROVING THESE EDUCATIONAL PROGRAMS. THE REPORTED AVERAGE COST OF THESE IN 1961, INCLUDING TRANSPORTATION, WAS $1,057 PER TEACHER AND $67 PER PUPIL. SIX OF THE SEVEN STATES PROVIDED 100 PERCENT REIMBURSEMENT FOR THESE SUMMER SCHOOLS FOR LOCAL DISTRICTS. CALIFORNIA PROVIDED 75 PERCENT. THE QUESTIONNAIRE RESPONDENTS INDICATED A NEED FOR FUTHER RESEARCH AND PLANNING IN MANY AREAS OF EDUCATION FOR MIGRANT CHILDREN, ESPECIALLY INTERSCHOOL AND INTERSTATE AGREEMENTS, AN IMPROVED CURRICULUM TO MEET THE NEEDS OF MIGRANT CHILDREN, STANDARDIZED TRANSFER RECORDS, AND SHORT UNITS OF STUDY. (NINE TABLES ARE INTEGRAL TO THE STUDY.)

ED001094
TEXAS TEACHER'S DAILY REGISTER FOR SCHOOL YEAR 1964-1965. 65, 4P.

AN ENROLLMENT CARD IS USED TO REGISTER PRESCHOOL CHILDREN IN PROJECT HEAD START. SPACE IS PROVIDED FOR NAME, SEX, PHONE, BIRTHDATE, RACE, BIRTHPLACE, AGE, AND AGE VERIFICATION AND OTHER PERTINENT INFORMATION ON THE CHILD'S FAMILY AS WELL AS THE DATE OF DISEASE IMMUNIZATIONS. THE PARENT OR GUARDIAN MUST SIGN THE ENROLLMENT CARD. A TEACHER-PUPIL LOAD REPORT, PROVIDING SPACE FOR THE TEACHER'S NAME, SECTION, AND GRADE, AND CLASS MEMBERSHIP BY SEX WAS SENT IN BY EACH SCHOOL FROM JUNE 7 TO JUNE 14 IN ORDER TO PLAN FOR THE ADDITION OF NEW SECTIONS AS ENROLLMENT INCREASED AND TO ALLOW TEACHERS AND BUILDING ADMINISTRATORS TO REGROUP AND TRANSFER CHILDREN DEPENDING ON THEIR ORAL ENGLISH ABILITIES, 1ST GRADE REPEAT, AND ELIGIBILITY. THE RECORDS DEPARTMENT HAS ISSUED A BULLETIN REGARDING THE KEEPING OF ATTENDANCE AND ENROLLMENT RECORDS. SINCE HEAD START AND PRESCHOOL ENGLISH PROGRAMS HAVE BEEN COMBINED, ATTENDANCE RECORDS MUST BE MAINTAINED TO ENABLE NECESSARY REPORTS TO BE MADE. PUPILS ARE CLASSIFIED AS HEAD START, PRESCHOOL ENGLISH, OR INELIGIBLE. THE CODE TO BE USED IN THE TEACHER'S REGISTER IS GIVEN. ATTENDANCE PERIODS ARE CLARIFIED, AS WELL AS PROPER METHODS OF HANDLING DROPS, TRANSFERS AND REENTRIES. THE TEACHER'S DAILY REGISTER HAS BEEN ADAPTED FOR TWO REPORT PERIODS OF 20 DAYS EACH. SPACE IS PROVIDED FOR THE NAME OF THE CHILD, NAMES OF PARENTS, OCCUPATIONS OF PARENTS, BIRTHDATE, TELEPHONE AND OTHER ESSENTIAL INFORMATION. THE TEACHER IS REMINDED OF THE RESPONSIBLITY OF KEEPING ACCURATE ATTENDANCE RECORDS AND IS CAUTIONED TO INCLUDE ALL ITEMS OF INFORMATION.

ED001108
BOSTON PUBLIC SCHOOLS ACTION FOR BOSTON COMMUNITY DEVELOPMENT. 05JUN64, 16P.

A LETTER TO PARENTS INVITES THEM TO REGISTER CHILDREN AT LEAST 3 AND 1/2 YEARS OLD FOR THE SECOND YEAR OF THIS EXPERIMENTAL PREKINDERGARTEN PROGRAM. THE FORMS WHICH MUST BE FILLED OUT BY TEACHERS ARE GIVEN. A DAILY SCHEDULE SHOWS THE FIVE PERIODS OF THE SCHOOL DAY--(A) ARRIVAL AND GREETING, (B) ACTIVITY PERIOD WITH FREE CHOICE, (C) SMALL GROUP LESSONS, (D) MUSIC, RHYTHMS, AND STORY, (E) OUTDOOR PLAY AND INDOOR GAMES. A DAILY PLAN SHEET LEAVES SPACES TO BE FILLED IN FOR ACTIVITIES AND NOTES CORRESPONDING TO EACH PERIOD. FOR A PLANNED SMALL GROUP LESSON THE SUBJECT MATERIALS, PROCEDURE, EXPECTED RESULTS AND COMMENTS ARE TO BE INCLUDED. THE NORMS FOR VARIOUS MOTOR SKILLS ARE DESCRIBED ACCORDING TO FOUR PROGRESSIVE STEPS OF DEVELOPMENT. A LANGUAGE DEVELOPMENT FORM IS TO SHOW LEVEL OF DEVELOPMENT IN 11 CATEGORIES. A CHECKLIST OF AUDITORY DISCRIMINATION FACTORS IS ALSO INCLUDED. THE LEVEL OF ACCOMPLISHMENT OF FINE

MOTOR SKILLS IS TO BE INDICATED. THESE INCLUDE SKILL IN THE USE OF SCISSORS, PASTE AND CRAYONS, SKILL WITH VARIOUS PUZZLES AND IN DRESSING PROCEDURES. CHECKLISTS FOR VISUAL DISCRIMINATION AND GROSS MOTOR SKILLS ARE GIVEN. A RECORD OF EACH CHILD'S OBSERVED BEHAVIOR AND THE TEACHER'S INTERPRETATION ARE KEPT ON THE ANECDOTAL RECORD FORMS. THE WORDS EMPHASIZED IN SMALL GROUP LESSONS AND THE RESPONSES OF EACH CHILD ARE ALSO TO BE RECORDED.

ED001128
A DIGEST OF CLIMATE CONTROLLED AND NON-CLIMATE CONTROLLED SCHOOLS--AN EVALUATIVE STUDY CONDUCTED IN PINELLAS COUNTY, FLORIDA. CURTIS, H.A.; STUART, FRED, 64, 280P.

A COMPARISON WAS MADE OF ONE CLIMATE CONTROLLED SCHOOL WITH ONE OR MORE NON-CLIMATE CONTROLLED SCHOOLS OF SIMILAR SIZE WITH RESPECT TO FACTORS OF COST AND OUTCOMES, IN THE PINELLAS COUNTY, FLORIDA PUBLIC SCHOOL SYSTEM. EACH OF THE FOUR SCHOOLS STUDIED HAD THE FOLLOWING SIMILARITIES--LOCATION, COST OF CONSTRUCTION, OCCUPANCY RATE, AND OPERATING COSTS. CONSTRUCTION DIFFERED SOMEWHAT ADVANTAGEOUSLY FOR THE CLIMATE CONTROLLED SCHOOL, THEREBY REDUCING ITS OPERATING COSTS. COMFORT INDICES, DEVELOPED THROUGH TEMPERATURE AND HUMIDITY READINGS AND PUPIL QUESTIONNAIRES, SHOWED THE CLIMATE CONTROLLED SCHOOLS TO HAVE A HIGHER DEGREE OF RELATIVE COMFORT. ACHIEVEMENT GAINS WERE GREATER IN THE CLIMATE CONTROLLED SCHOOL THAN IN THE NON-CLIMATE CONTROLLED SCHOOL IN FOUR COMPARISONS AND EQUAL TO THE NON-CLIMATE CONTROLLED SCHOOLS IN TWO COMPARISONS. IN NO CASE WERE THEY LESS THAN IN NON-CLIMATE CONTROLLED SCHOOLS. DIFFERENCES IN DISCIPLINE OR HEALTH DID NOT SEEM TO BE SIGNIFICANT FACTORS. CONSERVATIVE INTERPRETATIONS OF THE DATA ARE FAVORABLE TO THE COMPACT CLIMATE CONTROLLED SCHOOL. THERE WAS NO EVIDENCE THAT THE COMPACT CLIMATE CONTROLLED SCHOOL ADVERSELY AFFECTED THE SCHOOL PROGRAM, THE STUDENTS, OR THE TEACHERS.

ED001202
EDUCATION FOR THE GIFTED IN NEW YORK STATE. 64, 37P.

A SURVEY OF THE ATTENTION GIVEN TO GIFTED PUPILS IN THE SCHOOLS OF NEW YORK STATE, EXCLUDING SCHOOLS IN THE LARGEST CITIES, REVEALED A NUMBER OF IMPORTANT ITEMS. APPROXIMATELY ONE-HALF OF THE SCHOOL BUILDINGS HAD MADE SPECIAL PROVISIONS FOR THE GIFTED. HOWEVER, FEW SCHOOLS IN DISTRICTS SPENDING LESS THAN $400 PER PUPIL PER YEAR HAD MADE SPECIAL PROVISIONS FOR THE GIFTED. BUILDING SIZE SEEMED TO BE RELATED TO PROVISIONS FOR THE GIFTED. NINETY-TWO PERCENT OF THE SCHOOLS WITH SPECIAL PROVISION FOR THE GIFTED IDENTIFIED THESE PUPILS USING THREE BASES FOR SUCH IDENTIFICATION--INTELLIGENCE QUOTIENTS, ACHIEVEMENT TESTS, AND TEACHERS OPINION. MOST OF THE SCHOOLS WHICH HAD ESTABLISHED SPECIAL PROVISIONS FOR THE GIFTED USED SOME FORM OF ABILITY GROUPING IN GRADES 4 THROUGH 12. FEW SCHOOLS REPORTED THAT THEIR PROGRAMS HAD BEEN IN EFFECT FOR MORE THAN TWENTY-FIVE YEARS. HOWEVER, A SUDDEN GROWTH IN PROGRAMS FOR THE GIFTED BEGAN IN 1957. VERY FEW SCHOOLS HAD ATTEMPTED TO EVALUATE THEIR PROVISIONS FOR THESE PUPILS. THE MOST FREQUENTLY REPORTED PROBLEMS IN PROVIDING FOR THE GIFTED RELATED TO STAFFING, SCHEDULING, MARKETING, AND CURRICULUM DESIGN.

ED001226
A REPORT OF CURRENT PRACTICES AND PROVISIONS FOR GIFTEDNESS. 64, 66P.

IDENTIFICATION OF GIFTED STUDENTS IN BUCKS COUNTY, PENNSYLVANIA, WAS MADE BY INDIVIDUAL AND GROUP TESTING, EVIDENCES OF ACHIEVEMENT, AND TEACHER OPINION. GIFTED STUDENTS WERE PLACED IN SMALL, HOMOGENEOUS CLASSES. SPECIAL TEACHERS AND MATERIALS, SPECIAL SERVICES OTHER THAN TEACHING, AND SPECIAL LIBRARY FACILITIES WERE PROVIDED. TEACHERS ATTENDED PROFESSIONAL MEETINGS AND MADE USE OF RESOURCE PEOPLE FROM LOCAL BUSINESSES AND COLLEGES. VISUAL PROJECTORS, FILMS, RECORDERS, AND SPECIAL TEXTBOOKS WERE USED. ADDITIONAL RESOURCES ACCOMPANY THE TEXT.

ED001243
WEALTH, EXPENDITURES AND DECISION-MAKING FOR EDUCATION. JAMES, H. THOMAS; AND OTHERS, JUN63, 213P.

THE SECOND IN A SERIES OF STUDIES OF THE PROCESSES BY WHICH RESOURCES IN THE UNITED STATES ARE ALLOCATED TO THE SUPPORT OF PUBLIC EDUCATION IS PRESENTED. A RATIONALE FOR THE STUDY OF SCHOOL FINANCE WAS FORMULATED AND APPLIED TO EXPLAIN VARIATIONS IN EXPENDITURES ASSOCIATED WITH STATE EFFORTS TO EQUALIZE BOTH EDUCATIONAL BENEFITS AND TAX LOADS. EXPLORATIONS OF THE INTERACTION OF WEALTH AND EXPENDITURES FOR EDUCATION WERE MADE USING THREE MODELS. AN ANALYSIS OF FISCAL INDEPENDENCE VS. DEPENDENCE IN THE RELATIONSHIPS OF LOCAL SCHOOL DISTRICTS TO OTHER GOVERNMENTAL AGENCIES IS PRESENTED. THE STUDY RECOGNIZES THAT HIGHER LEVELS OF PROPERTY VALUATION AND INCOME RESULT IN HIGHER LEVELS OF EXPENDITURE FOR EDUCATION, BUT THAT EDUCATION PRODUCES A MORE EFFICIENT LABOR FORCE AND HIGHER LEVELS OF PERSONAL INCOME. NUMEROUS TABLES AND CHARTS ARE APPENDED.

ED001260
ECONOMIC IMPACT OF STATE SUPPORT MODELS ON EDUCATIONAL FINANCE. PETERSON, LEROY J.; AND OTHERS, 63, 328P.

AN INVESTIGATION WAS DESIGNED TO GIVE INSIGHT TO THE IMMEDIATE AND EVENTUAL CONSEQUENCES OF EXISTING PATTERNS OF EDUCATIONAL SUPPORT AND A METHOD FOR LAYING SUITABLE FOUNDATIONS FOR ACCURATE ANALYSIS OF IMPACT BY ANY STATE IN ACCORDANCE WITH EACH OF THE SEVERAL TYPES OF STATE SUPPORT AND IN TERMS OF COLLATERAL EFFECTS IN PUBLIC FINANCE. CONCLUSIONS SHOW THAT INEQUALITIES IN OPPORTUNITIES TO CHILDREN AND TAX INEQUITIES TO PARENTS CONTINUE TO EXIST IN MOST STATES. ALTHOUGH THE FINANCING OF LOCAL EDUCATION AND THE FINANCING OF LOCAL GOVERNMENT SERVE THE SAME POPULATION, EACH IS CONSIDERED IN ISOLATION. WHILE THE STATE SUPPORT PROGRAM STUDIED HAS TENDED TO EQUALIZE EDUCATIONAL OPPORTUNITIES, IT WAS FOUND THAT THERE IS A FAILURE TO RECOGNIZE THE INADEQUACIES OF PRESENT MEASURES OF THE FISCAL CAPACITY OF COMMUNITIES AND A TENDENCY TO IGNORE THE COMPLEX NATURE OF THE EDUCATIONAL RESPONSIBILITY OF A COMMUNITY. NUMEROUS CHARTS AND TABLES ACCOMPANY THE TEXT, INCLUDING DATA FORMS.

ED001298
ILLINOIS PLAN FOR PROGRAM DEVELOPMENT FOR GIFTED CHILDREN. INITIAL PLANS FOR 1963-65. 63, 8P.

THE ILLINOIS PLAN FOR PROGRAM DEVELOPMENT FOR GIFTED CHILDREN WAS COMPOSED OF FIVE PARTS. THE FIRST, REIMBURSEMENT FOR SERVICES AND MATERIALS, OFFERED ANY SCHOOL DISTRICT AN OPPORTUNITY TO SUBMIT A PLAN FOR IMPROVING ITS SERVICES TO GIFTED CHILDREN. PROPOSED PLANS SHOULD INVOLVE A DESCRIPTION OF WHO WAS TO BE SERVED, THE QUALIFICATIONS AND DUTIES OF THE SPECIAL PERSONNEL, AND A DESCRIPTION OF THE BOOKS AND MATERIALS NEEDED. REIMBURSEMENT WILL BE COMPUTED BY A FORMULA DESIGNED TO TAKE ACCOUNT OF THE NUMBER OF GIFTED PUPILS BEING SERVED AND THE WEALTH OF THE DISTRICT. THE SECOND PART, DEMONSTRATION CENTERS, SHOULD PROVIDE FOR ALL ILLINOIS EDUCATORS AND OTHER CITIZENS TO HAVE ACCESS TO DEMONSTRATIONS IN OPERATING SITUATIONS OF A NUMBER OF PARTICULAR APPROACHES TO THE EDUCATION OF GIFTED CHILDREN. THE DEMONSTRATION CENTERS SHOULD EMPHASIZE ACCELERATION OF GIFTED PUPILS, INDIVIDUALIZED INSTRUCTION, SPECIAL CLASSES, SPECIAL ATTENTION TO UNDERPRIVILEGED GROUPS, AND CURRICULUM IMPROVEMENT. EXPERIMENTAL PROJECTS, THE THIRD PART, SHOULD PROVIDE STATE ASSISTANCE FOR EXPERIMENTAL PROJECTS TO HELP SCHOOL DISTRICTS CARRY ON SIGNIFICANT EXPERIMENTATION TO ADVANCE KNOWLEDGE ABOUT PRACTICAL PROGRAMS FOR GIFTED CHILDREN. THESE PROJECTS SHOULD BE DERIVED FROM PREVIOUS RESEARCH, ILLUSTRATE NEW PROCEDURES, HAVE AN EVALUATION PHASE AND HAVE A REPORT OF THE RESULTS. FOURTH, FIELD CONSULTANTS AT THE STATE LEVEL, SHOULD PROVIDE KNOWLEDGEABLE HELP IN THE PLANNING AND OPERATION OF DEMONSTRATION CENTERS, EXPERIMENTAL PROJECTS AND TEACHER TRAINING ACTIVITIES. THE LAST PART, STATE SUPPORT FOR PROGRAMS TO INCREASE THE NUMBER OF SPECIALLY TRAINED PERSONNEL, SHOULD PROVIDE CONSULTATIVE SERVICES, INCLUDING THE LEADERSHIP OF INSERVICE WORK WITH TEACHERS AND DIAGNOSTIC AND COUNSELING SERVICE. THE STATE SHOULD PROVIDE FOR A PROGRAM OF FELLOWSHIP FOR ABLE PERSONS, ONE OR MORE ACADEMIC YEAR INSTITUTES, AND SEVERAL SUMMER INSTITUTES.

ED001306
INSERVICE MATHEMATICS EDUCATION. (REPORT OF A CONFERENCE HELD UNDER THE JOINT AUSPICES OF THE U.S. OFFICE OF EDUCATION AND THE NATIONAL COUNCIL OF TEACHERS OF MATHEMATICS, WASHINGTON, D.C., MARCH 7-8, 1963). ABELL, THEODORE L.; SCHULT, VERYL, 64, 135P.

AS A RESULT OF THE DEVELOPMENT OF NEW MATHEMATICS CURRICULUMS ON ALL LEVELS, THE NEED FOR INSERVICE EDUCATION OF TEACHERS IS CRITICAL. THIS CONFERENCE MET IN ORDER TO STUDY EXISTING PROGRAMS AND TO REPORT PROMISING PRACTICES, TO EXPLORE WAYS OF FINANCIAL SUPPORT, AND TO DEVELOP PLANS FOR PILOT PROGRAMS IN STATES WHERE ASSISTANCE IS NEEDED. IN SPITE OF MUCH PROGESS, MANY MATHEMATICS TEACHERS HAVE NOT BEEN REACHED BY INSERVICE EDUCATION, ESPECIALLY IN ELEMENTARY SCHOOLS. MOST PERSONNEL TEACHING INSERVICE PROGRAMS HAVE BEEN FROM UNIVERSITIES AND STATE DEPARTMENTS OF EDUCATION, BUT OTHER SOURCES SHOULD BE TAPPED TO PROVIDE THE NUMBER OF INSTRUCTORS NEEDED. FUNDS FROM LOCAL DISTRICTS, BUSINESS AND INDUSTRY SHOULD SUPPLEMENT WHAT IS NOW AVAILABLE FROM STATE AND NATIONAL SOURCES. PROGRAMS SHOULD BE INCREASED. COURSES COULD BE MADE MORE WIDELY AVAILABLE BY THE USE OF MEDIA SUCH AS TELEVISION, FILMS AND TEACHING MACHINES. THIS BULLETIN INCLUDES REPORTS ON INSERVICE EDUCATION PROGRAMS FROM SELECTED STATES, PANEL REPORTS ON THE ROLE OF PROFESSIONAL ORGANIZATIONS AND GOVERNMENT AGENCIES IN PLANNING AND SUPPORTING INSERVICE PROGRAMS, AND THE DELBERATIONS OF THE CONFERENCE SEMINARS. CHECK LISTS GIVE ADVICE ON STARTING ON EXPANDING A PROGRAM, IN FINANCING IT AND EVALUATION. THE APPENDIX INCLUDES A BIBLIOGRAPHY.

ED001331
SCHOOL AIR CONDITIONING/CASE STUDY, MCPHERSON HIGH SCHOOL 61, 12P.

THE STANFORD UNIVERSITY SCHOOL PLANNING LABORATORIES CONDUCTED AN EDUCATIONAL SURVEY OF THE EDUCATIONAL NEEDS OF THE MCPHERSON CITY SCHOOLS BY STUDYING THE EXISTING CONDITIONS, LOCAL ECONOMIES, AND POTENTIAL POPULATION GROWTH. IT WAS RECOMMENDED THAT A NEW SENIOR HIGH BE BUILT TO HOUSE 700-750 STUDENTS, THE ANTICIPATED ENROLLMENT 10

YEARS AFTER COMPLETION. EDUCATIONAL SPECIFICATIONS WERE BASED UPON AN UNGRADED HIGH SCHOOL, INCORPORATING TEAM TEACHING, LANGUAGE LABORATORY, EDUCATIONAL TELEVISION AND THE USE OF MOVABLE PARTITIONS TO PERMIT VARYING STUDENT-TEACHER RATIOS. IT WAS DECIDED THAT CONTROLLED ENVIRONMENTS WOULD OFFER EXTRA BENEFITS FROM THE STANDPOINT OF PUPILS, TEACHERS AND THE LEARNING PROCESS AS WELL AS IN MAINTENANCE AND ADMINISTRATION. A BREAKDOWN OF THE PRICES RELATING TO HEATING, VENTILATING AND AIR CONDITIONING SYSTEMS REVEALED THAT THE CONTROLLED ENVIRONMENT COULD BE INSTALLED AT A REASONABLE COST. IN THE MATTER OF DESIGN, THE SHAPE THAT SEEMED TO FUNCTION BEST WITH THE EDUCATIONAL PROGRAM WAS THE HEXAGON, WHICH WOULD PERMIT A GROUP OF CLASSROOMS TO BE FOCUSED AROUND A CENTRAL INSTRUCTION CORE, WHILE AT THE SAME TIME PERMITTING FLEXIBILITY OF INSTRUCTIONAL SPACE. IT IS HELD THAT THIS BUILDING PROVES THAT WITH INTELLIGENT COUNSEL, PLANNING, AND COOPERATION, IT IS POSSIBLE TO MEET THE NEW EDUCATIONAL DEMANDS FOR A FLEXIBLE, FUNCTIONAL BUILDING WITH A COMPLETELY CONTROLLED THERMAL ENVIRONMENT AT A HIGH DEGREE OF QUALITY AND COMPARATIVELY LOW COST. SOME UNUSUAL FACTS ABOUT THE BUILDING ARE THAT EXTERIOR WINDOWS IN THE ACADEMIC AREA ARE REDUCED TO VISION STRIPS AND THAT THE IRREGULAR SHAPES OF THE CLASSROOMS AID ACOUSTICAL QUALITIES. TABLES ARE INCLUDED SHOWING COST DATA AND THE ARCHITECT'S ANALYSIS OF SAVINGS.

ED001343
INSTALLING A MODERN LANGUAGE LABORATORY, IMPROVING THE FOREIGN LANGUAGE PROGRAM AT JOHNSON HIGH SCHOOL.
SEP62,

CONCENTRATED FOREIGN LANGUAGE PROGRAMS HAVE BECOME INSTITUTED IN THE PUBLIC SCHOOLS. REASONS INCLUDE--THE REALIZATION THAT VALUABLE INFORMATION AND KNOWLEDGE HAVE BEEN WRITTEN IN OTHER LANGUAGES, THE U.S.'S PIVOTAL POSITION AS A LEADER IN THE WORLD, AND THE GENUINE INTEREST AND AWARENESS OF THE HIGH SCHOOL STUDENT. THE DEVELOPMENT OF LANGUAGE LABORATORIES, THEIR EARLY USE BY THE ARMY, AND AUDIOVISUAL METHODS USED FOR LANGUAGE INSTRUCTION ARE PRESENTED. THE PROGRAM WAS CONDUCTED IN JOHNSON HIGH SCHOOL IN JAPAN WHERE THE BASIC PURPOSE OF INSTALLING A LANGUAGE LABORATORY WAS TO IMPROVE THE ABILITY OF THE STUDENT TO USE THE LANGUAGE. THE LANGUAGE PROGRAM CONSISTED OF FOUR PHASES--HEARING, SPEAKING, READING, AND WRITING. SEVEN APPENDICES, CONTAINING PRICE LISTS, FLOOR PLANS, AND ADVERTISEMENTS ILLUSTRATING VERSATILITY OF MACHINES ARE INCLUDED.

ED001373
CLOSED-CIRCUIT TELEVISION INSTRUCTION.
61, 9P.

THE USE OF TELEVISION FOR INSTRUCTIONAL PUPOSES IN THE SCHOOLS OF HAGERSTOWN, MD. HAS CREATED A CHANGE WHICH HAS BEEN PROFITABLE AND ADVANTAGEOUS TO THE SCHOOLS. PUPIL CONTROL IS EXTREMELY HIGH, ADMINISTRATORS ARE ABLE TO REDEPLOY TIME AND EFFORT OF TEACHING IN MORE MEANINGFUL WAYS, LESSONS ARE SUPERIOR IN QUALITY AND RICH IN MOTIVATION, COST IS NOT EXCESSIVE OR UNREASONABLE, SCHOOL PROGRAMS HAVE BEEN BROADENED AND ENRICHED FROM GRADES 1-12, FEWER TEACHERS NEED TO BE EMPLOYED DESPITE INCREASED ENROLLMENT, OPPORTUNITIES TO PROVIDE INSERVICE TRAINING HAVE BEEN SOUGHT AND USED, FLEXIBILITY HAS BEEN ADDED TO THE SCHOOL PROGRAM, AND STAFF HAS BEEN ENTHUSIASTIC. AN ANALYSIS OF THE LEARNING PROCESS SHOWS THAT TELEVISION IS USEFUL FOR MOTIVATING AND STIMULATING, PROVIDING INFORMATION, DEMONSTRATING, SHOWING IMPLICATIONS, ENRICHING BACKGROUNDS, PROVIDING COMMON EXPERIENCES AND CHALLENGING PUPILS TO ASSUME MORE RESPONSIBILITY FOR THEIR LEARNING. PROCESSES WHICH CANNOT BE CARED FOR BY TELEVISION AND WHICH MUST BE DIRECTED BY A SKILLFUL TEACHER ARE--CONDUCTING CLASSROOM DISCUSSIONS, CLEARING UP MISUNDERSTANDINGS, DEVELOPING AND SUPERVISING LONG-RANGE GOALS OF THE COURSE OR OF THE PUPIL, HELPING PUPILS APPLY KNOWLEDGE LEARNED, AND EVALUATING PUPIL PROGRESS. TEACHING TEAMS OF STUDIO AND CLASSROOM TEACHERS HAVE BEEN ORGANIZED TO WORK TOGETHER IN DEVELOPING LESSON PLANS AND PREPARING MATERIALS TO BE USED IN THEIR COOPERATIVE TEACHING PROCEDURES. TELEVISION VALUE DEPENDS UPON THE RESOURCEFULNESS AND ABILITIES OF THOSE USING IT.

ED001378
WASHINGTON COUNTY CLOSED CIRCUIT TELEVISION REPORT. 61, 84P.

TELEVISION INSTRUCTION IN WASHINGTON COUNTY, MD. SCHOOLS BEGAN IN SEPTEMBER 1956 AND HAS CONTINUED AS AN INTEGRAL PART OF THE INSTRUCTIONAL PROGRAM. EARLY IN THE PROJECT IT BECAME EVIDENT THAT THE IMPORTANT ISSUE WAS NOT WHETHER TELEVISION SHOULD BE USED FOR DIRECT INSTRUCTION, BUT HOW IT SHOULD BE USED AND WHAT IT COULD CONTRIBUTE TO THE IMPROVEMENT OF INSTRUCTION. AS A RESULT, CURRICULUM IS CONTINUALLY BEING REVISED AND EXTENDED, TEACHING PROCEDURES STUDIED AND ACHIEVEMENT EVALUATED. INSTRUCTIONAL TELEVISION IS REGARDED AS A VALUABLE ADDITION TO THE SCHOOL PROGRAM AND NOT AS A "SUBSTITUTE." TELEVISION HAS BEEN ACCEPTED AS AN IMPORTANT EDUCATIONAL RESOURCE. INSTRUCTIONAL TELEVISION IS A REGULAR PART OF THE SCHOOL PROGRAM AND IS NOW BEING USED ON AN EVEN BROADER SCALE THAN BEFORE. SCHOOL STAFFS FEEL THAT INSTRUCTION HAS BEEN STRENGTHENED, PUPIL EDUCATIONAL OPPORTUNITY HAS BEEN BROADENED, AND ACHIEVEMENT IMPROVED. LESSONS HAVE BEEN GIVEN IN MATHEMATICS, THE ARITHMETIC PROGRAM, ARITHMETIC AND READING, GENERAL MATHEMATICS, ALGEBRA, PLANE GEOMETRY, ADVANCED MATHEMATICS, SCIENCE, U.S. HISTORY, 12TH GRADE ENGLISH, ART AND MUSIC, CONVERSATIONAL FRENCH AND CORE (CORRELATED SOCIAL STUDIES, LANGUAGE ARTS AND ENGLISH). ACHIEVEMENT GAINS SHOWN DURING THE TESTING PROGRAM ARE NOT ATTRIBUTED WHOLLY TO TELEVISION "PER SE," BUT IT IS BELIEVED THAT TELEVISION CONTRIBUTED TO AN OVERALL SITUATION THAT MADE GROWTH POSSIBLE. SINCE THE BEGINNING OF THE TELEVISION PROGRAM, PARENTS HAVE TAKEN A GREATER INTEREST THAN FORMERLY IN THE SCHOOL PROGRAM AND IN THE PROGRESS OF THEIR CHILDREN. IT IS FELT THAT TELEVISION FOCUSED ATTENTION ON PROBLEMS IN A WAY NEVER BEFORE POSSIBLE, THAT IT STIMULATED TEAMWORK AND PLANNING, THAT IT CREATED INTEREST IN CURRICULUM DEVELOPMENT AND TEACHING PROCEDURES, AND THAT IT REQUIRED PUPILS TO ASSUME MORE RESPONSIBILITY.

ED001380
COLORADO ACCEPTS THE CHALLENGE. THE ROCKY MOUNTAIN AREA PROJECT FOR SMALL HIGH SCHOOLS, A REPORT TO CITIZENS. 61, 32P.

THE PROBLEMS OF RURAL SCHOOLS ARE CHARACTERIZED BY--AN INABILITY TO HIRE ENOUGH WELL-PREPARED, VERSATILE, AND RESOURCEFUL TEACHERS AND TO RETAIN THEM OVER A PERIOD OF YEARS TO ASSURE PROGRAM CONTINUITY, INADEQUATE CURRICULUM OFFERINGS AND EQUIPPED CLASSROOM SPACE, DECREASING ENROLLMENT, LACK OF RECOGNITION AND ENCOURAGEMENT TO TEACHERS ALREADY ON THE JOB, AND LOGISTIC PROBLEMS OF TIME, NUMBERS, AND SPACE. SOLUTIONS TO THE PROBLEMS INVOLVE--THE REORGANIZATION OF SCHOOL DISTRICT LINES AND THE CONSOLIDATION OF SCHOOLS WHERE REASONABLE, THUS REDUCING NEEDLESS DUPLICATION OF BUILDINGS, TEACHERS AND MATERIALS, THE SHARING OF SERVICES AMONG SEVERAL SCHOOLS WHICH ONE SCHOOL CANNOT BY ITSELF AFFORD OR JUSTIFY, AND A MODIFICATION OF INSTRUCTION METHODS, ENABLING THE TEACHER TO MAKE A MORE EFFECTIVE USE OF TIME. IT WAS FOUND THAT MULTICLASSES ENRICH THE CURRICULUM OF SMALL SCHOOLS, AND THAT SCHEDULING LONGER PERIODS PROVIDES ADDITIONAL HELP TO SLOW STUDENTS AND MORE CHALLENGING ASSIGNMENTS TO ADVANCED STUDENTS. SMALL GROUP TECHNIQUES STIMULATE INSTRUCTORS PROFESSIONALLY AND ALLOW THEM TO GIVE MORE INDIVIDUAL HELP TO STUDENTS. FILM COURSES ASSIST IN INCREASING THE CURRICULUM OFFERINGS AND IMPROVING INSTRUCTION. RECORDINGS ARE AN AID TO BOTH TEACHERS AND STUDENTS, ENABLING THE VOICES OF MASTER TEACHERS AND FOREIGN LANGUAGES TO BE BROUGHT INTO ANY REMOTE CLASSROOM. CORRESPONDENCE COURSES ARE USED TO ENRICH THE CURRICULUM AND TO PROVIDE COURSES WHICH COULD NOT OTHERWISE BE OFFERED. BOTH THE STUDENT AND TEACHER RESPONSE TO THE PROJECT WAS HIGHLY FAVORABLE. EVALUATION TEAMS RECOMMENDED THAT PROJECT CLASSES BE CONTINUED AND THAT OTHER SMALL SCHOOLS BE ENCOURAGED TO PARTICIPATE IN THE PROJECT.

ED001435
URBAN EDUCATION AND CULTURAL DEPRIVATION. 64, 132P.

VARIOUS SCIENTIFIC DISCIPLINES WERE REPRESENTED. ASPECTS OF PROGRAMS FOR THE CULTURALLY DEPRIVED WERE DISCUSSED IN THE AREAS OF (1) SUPPORT, (2) HOME AND NEIGHBORS, (3) THE STUDENT, AND (4) THE SCHOOL. PROBLEMS IN FINANCING PROGRAMS ARE CAUSED BY UNEQUAL TAX BASES IN THE CITIES, THE APPARENT UNCONCERN OF THE STATE FOR THE CITIES, AND THE UNFEASIBILITY OF THE FEDERAL GOVERNMENT BECOMING INVOLVED WITH EVERY MAJOR CITY IN THE NATION IN ORDER TO EQUALIZE OPPORTUNITIES. A CULTURALLY DISADVANTAGED CHILD HAS LITTLE CHANCE FOR CONSTRUCTIVE DECISION IN THE HOME. THE SCHOOL SHOULD THEREFORE ALLOW STUDENTS TO TAKE RESPONSIBILITY. PARENTS OF DISADVANTAGED CHILDREN MUST BE TREATED WITH RESPECT AS HUMAN BEINGS. THEY MUST BE GIVEN RESPONSIBILITY AND A CLEAR VIEW OF BENEFITS TO BE GAINED BY THEIR EFFORTS. SLUMS REQUIRE AN IDEOLOGY AROUND WHICH THEY CAN ORGANIZE AND FIGHT. THE CULTURALLY DEPRIVED CHILD IS A COMPLEX BEING AND SHOULD BE TREATED AS SUCH. PROGRAMS SHOULD BE CAREFULLY IMPLEMENTED. DEPRIVATION CANNOT BE ELIMINATED WITHOUT ELIMINATING DISCRIMINATION. ELIMINATING THE NEIGHBORHOOD SCHOOL IS THE FIRST STEP IN ELIMINATING DISCRIMINATION. TEACHERS HAVE USED EDUCATIONAL GAMES, ROLE PLAYING, AND THE USE OF "HIP" LANGUAGE IN TEACHING CULTURALLY DISADVANTAGED YOUTHS. TECHNIQUES WHICH EMPHASIZE THE SENSORY AND LANGUAGE ARTS ARE HELPFUL. EDUCATIONAL ORGANIZATION MUST BE A PROCESS OF CONSTANT CHANGE, FLEXIBLE IN ADAPTING TO THE EVER CHANGING NEEDS OF PEOPLE. ALTHOUGH THE ORGANIZATION CHANGES, THE SCHOOL MUST MAINTAIN CONSISTENCY, COMPETENCE, AND PURPOSE.

ED001457
COST PER STUDENT AND EVALUATION OF STUDY CENTERS - 10-MO. BASIS. 64, 3P.

THE COST PER STUDENT AND THE EVALUATION OF STUDY CENTERS ON A 10 MONTH BASIS WERE PRESENTED. THE PURPOSE OF THE STUDY CENTERS WAS TO GIVE SECONDARY AND ELEMENTARY STUDENTS A PLACE TO STUDY AND RECEIVE QUALIFIED HELP. THE STUDY CENTERS SERVED 31,200 STUDENTS EACH YEAR. THE COST PER STUDENT ,WAS $.35. STUDY CENTERS WERE OPEN THREE DAYS A WEEK, AND THE HIGH SCHOOL WAS OPEN 2 AFTERNOONS AND 1 EVENING A WEEK. TRAINED CERTIFICATED TEACHERS WERE USED TO HELP THE STUDENTS. EVALUATION SHOWED THAT STUDENTS DEFINITELY NEEDED THE HELP THEY GOT. AS A RESULT, STUDENTS IMPROVED IN SCHOOL WORK AND IN ATTITUDES. THE COST PER STUDENT AND EVALUATION DATA ON THE EVENING COUNSELING PROGRAM WERE ALSO PRESENTED. THE PUPOSE OF THE COUNSELING PROGRAM WERE ALSO PRESENTED. THE PURPOSE OF THE COUNSELING PROGRAM WAS TO HELP THE

PARENTS OF 9TH AND 10TH GRADE STUDENTS TO BECOME "CLOSER" TO SCHOOL SO THAT THEIR CHILDREN WOULD BENEFIT. EIGHT HUNDRED STUDENTS WERE SERVED AND THE COST PER STUDENT WAS $7.20. EVALUATION SHOWED THAT DIRECTION REGARDING THE STUDENTS' FUTURES WAS GIVEN TO STUDENTS AND PARENTS. PARENTS WERE PLACED IN ADULT EDUCATION CLASSES, AND TARDINESS OF MANY STUDENTS WAS CURTAILED.

ED001499
GUIDE TO ORGANIZATION AND ADMINISTRATION OF MIGRANT EDUCATION PROGRAMS.
PETRIE, RONALD G.; AND OTHERS, 63, 29P.

EDUCATIONAL PROGRAMS FOR CHILDREN OF MIGRANT WORKERS SHOULD BRING CHILDREN WITHIN THE INFLUENCE OF WELL-TRAINED TEACHERS. THE CHILDREN SHOULD BE TAUGHT IN SMALL GROUPS TO BROADEN CULTURAL EXPERIENCES AND TO DEVELOP BASIC SKILLS. PROGRAM SUPERVISION AND ADMINISTRATION SHOULD BE A STATE RESPONSIBILITY. THE STATE OFFICIAL SHOULD BE RESPONSIBLE FOR DETERMINING WHERE AND WHEN PROGRAMS ARE TO BE INITIATED FOR DEVELOPING STANDARD PROCEDURES FOR LOCAL SYSTEMS, FOR ORGANIZING INSERVICE EDUCATIONAL PROGRAMS, AND FOR PROVIDING NEEDED MATERIAL AND PERSONNEL RESOURCES. INSTRUCTIONAL PROGRAMS SHOULD BE ORGANIZED IN BASIC SKILLS AND SUBJECT AREA UNITS WHICH COULD BE COMPLETED WITHIN ONE TO SIX WEEKS. IN ADDITION TO THE BASIC ELEMENTARY SCHOOL CURRICULUM, CITIZENSHIP, COURTESY, SELF-RESPECT, AND RESPECT FOR OTHERS SHOULD BE TAUGHT. A CONTINUOUS RECORD OF STUDENT ACHIEVEMENT AND HEALTH SHOULD BE KEPT. OTHER AREAS OF INSTRUCTION SHOULD INCLUDE--PHYSICAL EDUCATION, APPLIED ARTS, ARTS AND CRAFTS, MUSIC AND HEALTH. VARIOUS SERVICES INCLUDING AN EXTENSIVE MEDICAL PROGRAM SHOULD BE PROVIDED BY THE STATE AND FEDERAL GOVERNMENTS. A LISTING OF SOURCES TO BE CONTACTED FOR HELP WITH MIGRANT NEEDS IS INCLUDED.

ED001500
THE EDUCATION OF THE SPANISH-SPEAKING IN THE SOUTHWEST--AN ANALYSIS OF THE 1960 CENSUS MATERIALS. 63, 14P.

FACTS ABOUT INCOME, EMPLOYMENT, UNEMPLOYMENT, HOUSING AND OCCUPATIONS REVEALED THAT MORE SPANISH-SPEAKING INDIVIDUALS FALL IN LOWER STATUS CATEGORIES IN REGARD TO EDUCATION THAN DO INDIVIDUALS IN OTHER ETHNIC GROUPS OF THE SOUTHWEST. THEY ARE ISOLATED GEOGRAPHICALLY AND CULTURALLY FROM THE MAINSTREAM OF WESTERN CIVILIZATION AND LIVE A LIFE BASED ON AGRICULTURE. THEY HAVE NO PARTICULAR NEED FOR EDUCATION AS WE KNOW IT TODAY. MEXICANS DO NOT HAVE THE TRADITION OF PUBLIC EDUCATION IN THEIR CULTURAL HERITAGE. THE GREATEST PROBLEM IN THE SPANISH-SPEAKING COMMUNITY WITH REGARD TO EDUCATION IS THAT OF THE DROPOUT, AMONG THE SPANISH-SPEAKING, OPTIMUM CONDITIONS FOR THE PURSUIT OF EDUCATION HAVE SELDOM EXISTED. IN RECENT YEARS TWO DEVELOPMENTS HAVE ARISEN TO IMPROVE THE SITUATION--SCHOOL FUNDS HAVE BEEN CHANGED IN ACCORDANCE WITH ACTUAL SCHOOL ATTENDANCE, AND THE COURTS HAVE RESTRAINED SCHOOL DISTRICTS AND THEIR OFFICERS FROM SEGREGATING MEXICAN PUPILS. YET, SEGREGATED HOUSING AND RURAL LIVING STILL COMPOUND PROBLEMS ARISING FROM A LOW EDUCATIONAL STATUS. THE LACK OF MOTIVATION FOR CONTINUING EDUCATION ON THE PART OF THE SPANISH-SPEAKING AND THE ROLE OF THE SCHOOL SYSTEM IN PROVIDING EQUAL EDUCATIONAL OPPORTUNITIES REPRESENT TWO OTHER MAJOR PROBLEMATIC AREAS. THE SCHOOL SYSTEM SHOULD TAKE A MORE POSITIVE STAND IN EDUCATING THESE GROUPS. PARENTS SHOULD DEVELOP MORE SUPPORTIVE ATTITUDES TOWARD THE VALUE OF EDUCATION TO KEEP THEIR YOUNGSTERS IN SCHOOL.

ED001504
THE MIGRANT SCHOOLS. 65, 1P.

A CHART PRESENTS THE NAMES OF THE MIGRANT SCHOOLS OPERATING IN TEXAS, THE GRADE LEVELS INVOLVED, THE NUMBER OF TEACHERS AND CAMPUSES INVOLVED, THE APPROXIMATE NUMBER OF CHILDREN IN ATTENDANCE, THE DATES OF THE OPENING AND CLOSING OF EACH SCHOOL, THE HOLIDAYS OBSERVED AND THE NAMES OF THE PERSON IN CHARGE IN EACH UNIT.

ED001550
MFY--MOBILIZATION FOR YOUTH, INC., NEWS BULLETIN. 65, 8P.

ARTICLES CONCERNING THE STATUS OF THE PROGRAM AS OF SUMMER 1965, WERE ORGANIZED INTO A SMALL "NEWSPAPER." INCLUDED WERE THE FOLLOWING TOPICS--(1) HIGH SCHOOL DROPOUTS EMPLOYED AS TEACHER AIDS IN KINDERGARTENS WERE RETURNING TO SCHOOL, (2) THE NEIGHBORHOOD SERVICE CENTER PROGRAM WAS EXPLAINED, (3) MFY VOLUNTEER WORK CREWS HELPED ERECT CONCRETE BLEACHERS FOR A BASEBALL PARK, (4) PROMOTIONS AND OTHER CHANGES IN ADMINISTRATIVE POSITIONS WERE ANNOUNCED, (5) EXECUTIVE DIRECTOR BERTRAM BECK'S APPEARANCE BEFORE A SENATE SUBCOMMITTEE ON BEHALF OF EXTENSION OF THE JUVENILE DELINQUENCY AND YOUTH OFFENDERS ACT OF 1961 WAS SUMMARIZED, (6) ADVENTURE CORPS CAMPAIGNED FOR BETTER SANITATION, (7) THE PRESCHOOL COMPENSATORY EDUCATION PROGRAM WAS DESCRIBED, (8) MFY'S BUDGET FOR THE SCHOOL YEAR 1964-65 WAS EXPLAINED WITH ACCOMPANYING DIAGRAMS, (9) EARLY CHILDHOOD EXPERIMENTS WERE EXPLAINED. A GOOD COMPREHENSIVE PICTURE OF CURRENT STATUS OF MOBILIZATION FOR YOUTH WAS PROVIDED.

ED001576
DESEGRATION OF THE BERKELEY PUBLIC SCHOOLS--ITS FEASIBILITY AND IMPLEMENTATION. THE SUPERINTENDENT'S REPORT OF A STAFF GROUP STUDY. APPENDIXES. MAY64, 115P.

REPORTS OF SEVEN TASK GROUPS WERE INCLUDED. TASK GROUP NO. 1 CONSIDERED THE "RAMSEY PLAN." INVOLVED WERE--(1) EDUCATIONAL IMPLICATIONS SUCH AS COURSE OFFERINGS, COUNSELING, ACTIVITIES AND RACIAL DISTRIBUTION AND BENEFITS, (2) PROBLEMS OF STAFFING, FACILITIES AND LEGAL STATUS, AND (3) THE ADVISABILITY OF IMPLEMENTATION IN SEPTEMBER. TASK GROUP NO. 2 CONSIDERED SCHOOL INTEGRATION AND ITS COSTS AND PROBLEMS. TASK GROUP NO. 3 INVESTIGATED THE POSSIBILITIES OF COMPENSATORY EDUCATION. TASK GROUP NO. 4 INVESTIGATED HOMOGENEOUS GROUPING, TRACKING AND SCHOOL SCHEDULING. TASK GROUP NO. 5 CONSIDERED PERSONNEL WITH RESPECT TO RECRUITMENT, PLACEMENT, ORIENTATION, INSERVICE TRAINING AND POLICY CONCERNING PREJUDICE OF STAFF MEMBERS. TASK GROUP NO. 6 INVESTIGATED PROGRAM FINANCE. TASK GROUP NO. 7 CONSIDERED OTHER RECOMMENDATIONS AND SUGGESTIONS SUCH AS GUIDANCE NEEDS, LIBRARY NEEDS, SUMMER SCHOOL PROGRAMS AND EXTRA CURRICULAR ACTIVITIES. RECOMMENDATIONS WERE MADE TO ADOPT THE RAMSEY PLAN. THE SECOND TASK GROUP URGED BERKELEY TO INTEGRATE ALL OF ITS SCHOOLS AND TO ESTABLISH A COMMITTEE TO BEGIN WORK IMMEDIATELY. IT WAS RECOMMENDED THAT A "COMPENSATORY EDUCATION FUND" BE ESTABLISHED TO AID INSERVICE TRAINING, NURSERY AND CHILD CARE PROGRAMS AT THE COST OF $483,605 FOR 1 YEAR. THE ESTABLISHMENT OF FOUR ACHIEVEMENT GROUPS FOR ACADEMIC SUBJECTS IN GRADES 7-12 WITH DESCRIPTIVE GUIDELINES AND PERCENTILE BANDS TO ASSIST IN DETERMINING STUDENT PLACEMENT WAS URGED. CHANGES IN PERSONNEL SALARIES WERE RECOMMENDED. A BUDGET FOR SCHOOL INTEGRATION WAS PROPOSED.

ED001580
STUDY AND ACTION RELATED TO CIVIL RIGHTS PROBLEMS AND COMPENSATORY EDUCATION PROGRAMS. 31MAR64, 52P.

AS AN ADDITION TO THE PROGRESS REPORT OF STUDY AND ACTION RELATED TO CIVIL RIGHTS PROBLEMS AND COMPENSATORY EDUCATION PROGRAMS, THE REPORT LISTED THE ACTIONS AND ITEMS DISCUSSED IN BOARD MEETINGS AND COMMITTEES RELATED SPECIFICALLY TO CIVIL RIGHTS EDUCATION PROGRAMS FROM JANUARY, 1962 TO MARCH, 1964. SUGGESTIONS TO THE CITIZENS ADVISORY COMMITTEE ON SCHOOL NEEDS INCLUDED GOALS AND METHODS OF FINANCING, IDEAS FOR THE SCHOOL BUILDING COMMITTEE, AND SUGGESTIONS FOR THE EQUAL EDUCATIONAL OPPORTUNITIES COMMITTEE. A SUMMARY DIGEST OF A REPORT ON FINANCING PUBLIC SCHOOL EDUCATION DISCUSSED THE AREAS OF THE ECONOMICS OF EXISTING PROBLEMS, FACTORS AFFECTING THE COST OF PUBLIC SCHOOL EDUCATION, AND FUTURE REVENUE REQUIREMENTS. ACHIEVEMENT AND RACIAL COMPOSITION OF SCHOOLS AS WELL AS THEIR CLASS SIZES AND RACIAL COMPOSITION WERE LISTED. THE CONFERENCE ON CULTURAL DIVERSITY ENCOURAGED ITS STAFF MEMBERS TO ACCEPT THE OPPORTUNITY TO DEVELOP GREATER SENSITIVITY TO AND AWARENESS OF THE PROBLEMS RELATED TO CULTURAL DIVERSITY IN OUR SOCIETY AND THE PUBLIC SCHOOLS, TO RECEIVE A DELINEATION OF THESE PROBLEMS FROM THE DIFFERENT PERSPECTIVES OF A NUMBER OF SPEAKERS AT THE CONFERENCE, AND TO DEVELOP GREATER UNDERSTANDING OF THE VARIOUS SOLUTIONS SUGGESTED ALONG WITH THE RATIONALE AND CONTEXT OF EMOTION AND FEELING IN WHICH THEY WERE OFFERED. THE PROBLEM OF THE LOW ACHIEVER WAS OUTLINED. SOME OF THE SUGGESTIONS FOR HELPING THE LOW ACHIEVER INCLUDED SMALLER CLASSES, HEALTH SERVICE, ASSISTANCE, SUPERVISORS IN SUBJECT FIELDS, COUNSELING, AND AN ADULT PROGRAM.

ED001595
REPORT ON THE EVALUATION OF THE INTERAGENCY SCHOOL PROJECT'S COUNSELING PROGRAM AT ELEMENTARY AND JUNIOR HIGH SCHOOL. 64, 38P.

AUGMENTING THE ADJUSTMENT OF NEW PUPILS TO NEW SCHOOL SITUATIONS WAS A MAJOR CONCERN OF THE ORIGINAL PROPOSAL TO THE FORD FOUNDATION. SCHOOL COUNSELING SERVICES WERE PROVIDED AT DESIGNATED ELEMENTARY AND JUNIOR HIGH SCHOOLS TO RECEIVE, STUDY, COUNSEL, AND PLACE STUDENTS. THE RESOURCES WERE MADE AVAILABLE TO OTHERS ALSO. COUNSELORS AT ALL THREE PROJECT SCHOOLS ASSUMED MAJOR RESPONSIBILITY FOR FACILITATING COMMUNICATION BETWEEN HOME AND SCHOOL. THEY CONDUCTED EVENING DISCUSSION GROUPS, ADULT SCHOOL COURSES, AND HOME VISITS. APPROXIMATELY 90 CHILDREN WITH ACUTE BEHAVIOR PROBLEMS PARTICIPATED IN INTENSIVE INDIVIDUAL AND GROUP COUNSELING PROGRAMS WITH THE PROJECT COUNSELOR, WHO RECEIVED REFERRALS DIRECTLY FROM TEACHERS WHENEVER THE SITUATION DICTATED. IN THE JUNIOR HIGH SCHOOL, FIFTEEN BOYS WERE SEEN REGULARLY BY THE COUNSELOR. THE EVALUATIVE INFORMATION WAS CONTRIBUTED BY PROFESSIONAL STAFF OPINIONS, A COUNSELOR GRADE STUDY, AND NEWCOMER ENROLLMENT REPORTS. THE EVALUATION SOUGHT TO DETERMINE THE EFFECTIVENESS OF THE RECEPTION PROGRAM, ENROLLMENT TRENDS AND CHARACTERISTICS OF NEWCOMERS. THE EFFECTIVENESS OF COUNSELORS IN IMPROVING BEHAVIOR AND ATTITUDE PROBLEMS AND IN IMPROVING GRADES AND HOME-SCHOOL COMMUNICATION WAS ALSO STUDIED. COUNSELING SERVICES FOR NEWCOMERS WERE RATED VERY HIGHLY BY THE STAFF, MOST NEWCOMERS' FAMILIES WERE NOT NEW TO THE GENERAL AREA AND MANY HAD FAMILIES NOT TOTALLY INTACT. THE MAGNITUDE OF NEWCOMER LOAD WOULD WARRANT CONTINUED PROVISION OF SUCH SERVICE. NO TRENDS TOWARD BETTER OR POORER GRADES WERE NOTED FOR COUNSELING SUBJECTS, HOWEVER, CONSIDERATION OF THEIR NEGA-

TIVE EXPECTANCY MADE THE FACT OF NO DECLINE AN INDICATION OF THE SUCCESS OF THE PROGRAM.

ED001606
THE CHALLENGE OF FINANCING PUBLIC SCHOOLS IN GREAT CITIES. 64, 16P.

THE PUBLIC SCHOOL SYSTEMS IN THE GREAT CITIES OF AMERICA FACE A CRUCIAL CHALLENGE TO PROVIDE THE KIND OF EDUCATION WHICH IS NECESSARY TO MEET THE SOCIAL, ECONOMIC, AND TECHNOLOGICAL CHANGES OF TODAY. THE CHALLENGE CANNOT BE MET WITHOUT THE RENEWED AND CONTINUING DETERMINATION BY THE CITIZENS. IT CANNOT BE MET WITHOUT ADEQUATE FINANCIAL SUPPORT TO PROVIDE THE SCHOOL SYSTEMS WITH THE NECESSARY PERSONNEL, FACILITIES, AND MATERIALS TO ACCOMPLISH THE TASK EXPECTED OF THEM. THE RESEARCH COUNCIL OF THE GREAT CITIES FOR SCHOOL IMPROVEMENT PROGRAM MAKES FIVE RECOMMENDATIONS CONCERNING SCHOOL FINANCES--(1) THAT THE COST OF PROVIDING AN ADEQUATE EDUCATIONAL PROGRAM FOR ALL CHILDREN BE THE RESPONSIBILITY OF THE LOCAL, STATE, AND FEDERAL GOVERNMENTS, (2) THAT STATE FINANCIAL SUPPORT PROGRAMS RECOGNIZE DIFFERENCES IN COSTS FOR KINDERGARTENS, ELEMENTARY AND SECONDARY GENERAL EDUCATION PROGRAMS, TRADE AND TECHNICAL EDUCATION, AND PROGRAMS FOR HANDICAPPED CHILDREN, AND THAT PROVISIONS FOR SUMMER SCHOOL, EVENING SCHOOL, AND OTHER EXTENSION PROGRAMS BE ON THE SAME BASE AS REGULAR DAY SCHOOL PROGRAMS, (3) THAT BUILDING AID BE PROVIDED FOR ALL TYPES OF SCHOOL DISTRICTS, WITH FULL CONSIDERATION GIVEN TO VARIATIONS IN THE COST OF SCHOOL SITES AND CONSTRUCTION, (4) THAT LOCAL SCHOOL TAX BE EXPANDED, AND (5) THAT STATE OR FEDERAL SUPPORT RECOGNIZE THAT THE LOCAL ABILITY TO FINANCE PUBLIC EDUCATION IS REDUCED IN SCHOOL DISTRICTS IN WHICH THE COSTS FOR NONSCHOOL GOVERNMENTAL SERVICES ARE RELATIVELY HIGH.

ED001612
FISCAL POLICIES TO MEET THE NEEDS OF THE GREAT CITY SCHOOL SYSTEMS IN AMERICA. CROWTHER, JACK P.; AND OTHERS, 63, 8P.

UNDER PRESENT FISCAL POLICIES, BOARDS OF EDUCATION DO NOT HAVE ENOUGH MONEY TO PROVIDE THE KIND AND QUALITY OF EDUCATIONAL PROGRAMS NEEDED FOR THE WELL-BEING OF OUR SOCIETY. THE FOLLOWING POLICIES OFFER PROMISE AS GUIDES. THE FINANCIAL BURDEN SHOULD BE SHARED BY ALL CITIZENS AND BY ALL LEVELS OF GOVERNMENT. DETERMINATION OF NEEDS SHOULD BE THE RESPONSIBILITY OF LOCAL BOARDS OF EDUCATION. EDUCATIONAL SUPPORT FROM LOCAL TAXES SHOULD BE DETERMINED BY TOTAL BURDEN OF LOCAL GOVERNMENT OF THE LOCAL TAX BASE. LOCAL BOARDS SHOULD BE FREE FROM UNREASONABLE ADMINISTRATIVE CONTROLS. THE FEDERAL GOVERNMENT SHOULD SUPPORT EDUCATION WHEN LOCAL AND STATE RESOURCES ARE INSUFFICIENT TO PROVIDE ACCEPTABLE EDUCATIONAL PROGRAMS. THE LEVEL OF FINANCIAL SUPPORT SHOULD BE KEPT RESPONSIVE TO THE FLUCTUATIONS OF INFLATION AND DEFLATION IN THE PRICE STRUCTURE OF THE ECONOMY.

ED001641
THE CULTURALLY DEPRIVED. EDUCATING THE DISADVANTAGED. 64, 34P.

AMERICA'S GREAT CITY SCHOOL SYSTEMS ARE HAVING SERIOUS DIFFICULTIES. THEY HAVEN'T ENOUGH MONEY FOR TEACHERS AND CLASSROOMS. THEIR INNER-CITY SCHOOLS ARE CROWDED WITH STUDENTS WHO REQUIRE SERVICES WHICH THE SCHOOLS HAVE NEVER HAD TO PROVIDE ON A LARGE, ORGANIZED SCALE. THEY HAVE TOO FEW TEACHERS, MANY OF WHOM ARE INADEQUATELY PREPARED TO TEACH THE DISADVANTAGED CHILD. THEY ARE LOSING HIGH SCHOOL STUDENTS AT PHENOMENAL RATES. AS MANY AS 60 PERCENT WHO ENROLL IN THE 10TH GRADE MAY DROP OUT BEFORE GRADUATION. DISCUSSION OF THESE AND RELATED PROBLEMS IS DIVIDED INTO FOUR MAJOR CATEGORIES. THE FIRST CONCERNS THE ISSUE OF FINANCIAL SUPPORT FOR PUBLIC EDUCATION. THE PROBLEM LIES, NOT IN THE LACK OF ABILITY TO TAX THE CITIZENS, BUT IN THE RESTRICTION OF FISCAL SUPPORT TO PARTICULAR TAX SOURCES SO THAT THE COLLECTION OF ADEQUATE AMOUNTS OF REVENUE PLACES AN UNDUE BURDEN ON THESE SOURCES. THE SECOND PROBLEM AREA INVOLVES THE ADJUSTMENTS OF CURRICULUM AND SERVICES THAT ARE REQUIRED TO PREPARE YOUTH TO GO FROM THE WORLD OF SCHOOL INTO THE WORLD OF WORK. TEACHER TRAINING, THE THIRD PROBLEM AREA, MUST PREPARE TEACHERS TO COPE WITH THE DISTURBING REALITY OF THE URBAN CLASSROOM. THE FINAL PROBLEM AREA CONCERNS THE METHODS THAT SCHOOLS MUST USE TO REACH, TEACH, AND HOLD IN SCHOOL THE INNER-CITY CHILD OF LIMITED BACKGROUND.

ED001645
SOME STUDIES ON THE FINANCING OF PUBLIC SCHOOLS IN FOURTEEN GREAT CITIES OF THE UNITED STATES. 23AUG64, 44P.

BASIC FACTS WERE COLLECTED WHICH ARE INTENDED TO PROVE HELPFUL IN IMPROVING FISCAL POLICIES OF SCHOOLS IN LARGE CITIES. IT IS RECOMMENDED THAT FINANCIAL NEEDS BE ESTIMATED TO OPERATE GIVEN PROGRAMS AND SERVICES FOR A PARTICULAR SCHOOL POPULATION IN TERMS OF THE COSTS OF STAFF, BUILDINGS, AND FACILITIES. IN THIS INSTANCE A MINIMUM OF 50 PROFESSIONALS PER 1,000 PUPILS WAS CHOSEN AS A STANDARD. THOUGH NOT CONSIDERED TO BE ADEQUATE, IT WAS VIEWED AS A FEASIBLE GOAL TO BE ACCOMPLISHED IN FIVE YEARS IF ADEQUATE FUNDS WERE AVAILABLE. AN ALTERNATIVE ESTIMATE WAS PREPARED FOR COMPARATIVE PURPOSES. THE AVERAGE PUPIL-STAFF RATIOS, AVERAGE SALARIES AND OTHER EXPENSES OF 1960 WERE APPLIED TO PROJECTED ENROLLMENTS FROM 1960-1965. ADDITIONAL OUTLAY WAS ESTIMATED ON THE BASIS OF PUPIL-STAFF RATIOS IN 1960. BOTH OF THESE STANDARDS WERE USED TO PROJECT OPERATING AND CAPITAL EXPENSES. THE ACTUAL PUPIL-STAFF RATIOS OF 1960 WERE CHOSEN TO DISCOVER WHETHER OR NOT SUFFICIENT FUNDS WOULD BE AVAILABLE IN THAT YEAR TO ACCOMMODATE INCREASING ENROLLMENT. THE PUPIL POPULATION WAS FOUND TO BE INCREASING AT A FASTER RATE THAN REVENUE. THE STUDIES REVEALED THAT IN MOST OF THE GREAT CITIES, SMALL SCHOOLS COST MORE PER PUPIL THAN LARGE ONES, THAT PER PUPIL COSTS INCREASE PROGRESSIVELY FROM ELEMENTARY THROUGH SENIOR HIGH SCHOOL, AND THAT THE PERCENTAGE DISTRIBUTION AND AMOUNTS OF SPACE PER STUDENT DIFFER AMONG TYPES OF SCHOOLS. IT IS BELIEVED THAT SALARY PAYMENTS TO STAFF CAN BE PRORATED AND THAT ACCOUNTING PRACTICES CAN BE ESTABLISHED TO PRORATE MOST OTHER EXPENDITURES. TABLES AND CHARTS ACCOMPANY THE TEXT. (GREAT CITIES INCLUDED WERE--BALTIMORE, BOSTON, BUFFALO, CHICAGO, CLEVELAND, DETROIT, HOUSTON, LOS ANGELES, MILWAUKEE, NEW YORK, PHILADELPHIA, PITTSBURGH, AND ST. LOUIS).

ED001664
ENGLEWOOD, ITS PEOPLE AND ITS SCHOOLS. A REPORT TO THE BOARD OF EDUCATION. 28FEB62, 160P.

DATA WERE ASSEMBLED CONCERNING THE MANY FACTORS AFFECTING SCHOOL ENROLLMENT IN THE CITY OF ENGLEWOOD, NEW JERSEY. THE DATA WERE ANALYZED AND ESTIMATES WERE MADE OF FUTURE ENROLLMENT TRENDS. THESE DATA AND ANALYSES WERE RELATED TO THE DISPOSITION OF OBSOLETE SCHOOL BUILDINGS AND THE NEED FOR NEW SCHOOL FACILITIES. DETAILED CONSIDERATION IS GIVEN TO THE POPULATION CHARACTERISTICS OF THE CITY, LAND USE, INDUSTRIAL AND BUSINESS CHARACTERISTICS, THE SCHOOL SYSTEM, FINANCES, THE IMPACT OF METROPOLIS, AND A PROJECTION OF ENROLLMENTS. A DISCUSSION OF RACIAL IMBALANCE REVEALS ITS BASIC CHARACTERISTICS, FEATURES OF THE SCHOOL PLANT RELATED TO RACIAL IMBALANCE, PROPOSALS FOR DEALING WITH THE PROBLEM, AND FINDINGS OF FACT AND GUIDELINES FOR FUTURE POLICY. (NUMEROUS MAPS, CHARTS, AND TABLES ARE APPENDED.)

ED001743
SCHOOL LIBRARY SERVICES FOR THE CULTURALLY DEPRIVED CHILD. OCT63, 4P.

MANY PROGRAMS FOR THE CULTURALLY DEPRIVED EMPHASIZE SPECIAL TECHNIQUES IN READING INSTRUCTION. AMONG THESE TECHNIQUES ARE SMALLER CLASSES, AUDIOVISUAL MATERIALS, AND LIBRARY BOOKS. THE CONTENT OF PRIMERS IS EVEN FURTHER FROM THE EXPERIENCE AND INTERESTS OF THE DISADVANTAGED CHILD THAN FOR THE AVERAGE CHILD. ALTHOUGH STUDIES INDICATE THE IMPORTANCE OF LIBRARIES IN READING INSTRUCTION, FEW SCHOOL SYSTEMS ARE ADEQUATELY IMPROVING LIBRARY COLLECTIONS AND SERVICES. THE ELEMENTARY SCHOOL LIBRARY CAN PROVIDE MATERIALS OF GREATER INTEREST TO THE CHILD WHICH CAN HELP HIM EXTEND HIS SPEAKING AND READING VOCABULARY. THE IMPORTANCE OF A PICTURE BOOK COLLECTION IS ALSO EMPHASIZED, PARTICULARLY IN READING-READINESS PROGRAMS FOR THE CULTURALLY DEPRIVED. AFTER THE CHILD BEGINS TO READ, HE CAN BE ENCOURAGED THROUGH DISPLAYS AND EXHIBITS. THE CONTRIBUTION WHICH AN ELEMENTARY LIBRARY CAN MAKE TO THE EDUCATION OF THE CULTURALLY DEPRIVED CHILD DEPENDS ON THE QUALITY OF THE LIBRARY. INDICATIONS ARE THAT SCHOOL LIBRARIES IN LARGE URBAN SCHOOL SYSTEMS ARE FAR BELOW THE STANDARDS OF THE AMERICAN ASSOCIATION OF SCHOOL LIBRARIANS. ALTHOUGH THERE ARE DIFFERENCES AMONG SYSTEMS, MANY ARE WITHOUT CENTRALIZED LIBRARIES, AND ALL HAVE LESS BOOKS AND EXPENDITURES PER STUDENT THAN THE NATIONAL AVERAGE. BECAUSE OF GREATER PROBLEMS, URBAN AREAS ARE SPENDING LESS MONEY ON LIBRARY SERVICES. EFFECTIVE LIBRARY SERVICES ARE VITAL TO PROGRAMS FOR CULTURALLY DEPRIVED CHILDREN.

ED001779
A SCHOOL'S WORK WITH URBAN DISADVANTAGED PUPILS. 60, 11P.
EDRS PRICE MF-$0.09 HC-$0.36

THE "DEMONSTRATION GUIDANCE PROJECT" (PROJECT 43) WAS PLANNED IN ORDER TO DISCOVER, IDENTIFY, AND STIMULATE ACADEMICALLY ABLE STUDENTS FROM LESS PRIVILEGED GROUPS. THE TALENT SEARCH BEGAN IN 1956 AND WAS PLANNED TO RUN FOR A 6-YEAR PERIOD. STUDENT PARTICIPANTS WERE FROM NEW YORK CITY'S MANHATTANVILLE JUNIOR HIGH SCHOOL. FORTY-THREE LATER ATTENDED GEORGE WASHINGTON HIGH SCHOOL. APPROXIMATELY 50 PERCENT (UPPER HALF) OF THE STUDENT BODY TOOK PART. STUDENTS WERE ACQUAINTED WITH COLLEGE LIFE THROUGH VISITS TO NEARBY COLLEGES. A PROGRAM TO IMPROVE SPEECH PATTERNS OF STUDENTS WAS INITIATED. MANY MEETINGS BETWEEN PARENTS AND TEACHERS TOOK PLACE. GENERAL CULTURAL ENRICHMENT EXPERIENCES WERE PLANNED. ESTIMATED COST OF THE PROJECT FOR EACH STUDENT WAS $50 PER YEAR ABOVE THE AMOUNT NORMALLY ALLOCATED BY THE BOARD OF EDUCATION. RESULTS ARE REPORTED TO BE VERY SUCCESSFUL. A STUDY OF THE GROWTH IN READING MADE BY STUDENTS IN DIFFERENT GRADES SHOWED A GROWTH IN READING ABILITY. MOST PARENTS INDICATED THAT THEY HOPED THEIR CHILDREN WOULD ATTEND COLLEGE. COUNSELING SERVICES WERE OF HELP TO CAREER DECISION-MAKING.

ED001780
REPLICATIONS OF SOME ASPECTS OF THE HIGHER HORIZONS PROGRAM IN A SOUTHERN JUNIOR HIGH SCHOOL. 63, 13P.

THE INVESTIGATORS WERE INTERESTED IN--WHAT PORTIONS OF THE HIGHER HORIZONS PROGRAM COULD BE REPLICABLE, MEASURABLE CHANGES IN STUDENT ACHIEVEMENT, ATTITUDES, AND HABITS AS A RESULT OF THE EXPERIMENT, AND SCHOOL AND COMMUNITY DYNAMICS WHICH PRECIPITATED AND ACCOMPANIED INNOVATIONS. CERTAIN FEATURES OF THE HIGHER HORIZONS PROGRAM FOR CULTUR-

ALLY DISADVANTAGED CHILDREN WERE ATTEMPTED IN THE SEVENTH GRADE OF JACOX JUNIOR HIGH SCHOOL IN NORFOLK, VIRGINIA. AN INSERVICE READING PROGRAM FOR TEACHERS, A PROGRAM OF INCREASED DIRECT TEACHER-PARENT RELATIONSHIPS, A PROGRAM OF INCREASED GROUP GUIDANCE, AND A PROGRAM OF INTRASCHOOL CULTURAL ENRICHMENT WERE INCLUDED IN THE EXPERIMENT. THE COST OF REPLICATING THE PRINCIPLES AND PROCEDURES DESIGNED TO HELP CULTURALLY DEPRIVED CHILDREN MAKE BETTER USE OF EDUCATION WAS NOT EXORBITANT. THIS ARTICLE IS PUBLISHED IN THE "JOURNAL OF NEGRO EDUCATION," SPRING 1963.

ED001843
PATTERNS OF DEVELOPMENT IN ELEMENTARY SCHOOL LIBRARIES TODAY. 65, 32P.

VARIOUS SCHOOLS APPLIED FOR THE ENCYLOPAEDIA BRITANNICA AWARDS. FROM THESE DATA THREE LEVELS OF DEVELOPMENT OF ELEMENTARY SCHOOL LIBRARIES WERE DISTINGUISHED--(1) THE FINALISTS REPRESENTED A SPECIAL CLASS OR CATEGORY, ALL REPORTING DRAMATIC PROGRESS DURING THE PAST 2 YEARS. (2) SEPARATE FROM THE FINALISTS COULD BE IDENTIFIED A SECOND GROUP OF SCHOOL DISTRICTS WHICH CONSISTED OF WELL-ESTABLISHED SCHOOL LIBRARY SYSTEMS WHERE THE SCHOOL ADMINISTRATION HAD A HISTORY OF FINANCIAL SUPPORT OF LIBRARY SERVICES BY REGULAR SCHOOL TAX RESOURCES, WHERE THERE HAD BEEN CONSIDERABLE PROGRESS IN SECURING EMPLOYED PERSONNEL TO OPERATE BOTH ELEMENTARY AND SECONDARY SCHOOL LIBRARIES, AND WHERE THE COLLECTION HAD BEEN CONTINUOUSLY BUILT TO A COMPARABLE LEVEL IN ALL SCHOOLS OF THE SYSTEM. (3) A THIRD CATEGORY OF SCHOOL SYSTEMS SUBMITTING THEIR RECORDS OF ACCOMPLISHMENT WERE THOSE WHERE LITTLE OR NOTHING HAD BEEN DONE PREVIOUS TO 1959-60, BUT WHERE THE SCHOOL BOARD HAD RECOGNIZED THE NEED FOR LIBRARIES. QUALITIES WHICH SHOULD CHARACTERIZE THE EFFECTIVE PROGRAM OF LIBRARY ACTIVITIES IN ANY ELEMENTARY SCHOOL INCLUDED VARIETY IN NUMBER AND KIND OF ACTIVITIES AND SERVICES, A DEVELOPMENT PLAN, CONCENTRATION ON A FEW TECHNIQUES APPROPRIATE TO THE SCHOOLS, BALANCE IN REPRESENTATION OF ACTIVITIES, AND THE ACCESSIBILITY OF ACTIVITIES AND SERVICES. THE SINGLE MOST EFFECTIVE PRACTICE APPEARED TO HAVE BEEN THE EMPLOYMENT OF A SCHOOL LIBRARY SPECIALIST WITH SYSTEM-WIDE RESPONSIBILITY FOR THE DEVELOPMENT OF ALL SCHOOL LIBRARIES.

ED001927
CATHOLIC SCHOOLS--THE QUIET REVOLUTION. OCT64, 38P.

A SERIES OF DEVELOPMENTS HAVE OCCURRED IN THE 1960'S WHICH CREATE A CRISIS IN CATHOLIC ELEMENTARY SCHOOLS. BASICALLY THE CRISIS INVOLVES A SHORTAGE OF NUN TEACHERS, GROWING CATHOLIC POPULATION, LIMITED FINANCES, THE SPIRALING COST OF LAY TEACHERS, AND A LACK OF CLASSROOMS. THESE PROBLEMS ARE SHOWING THEIR INITIAL EFFECTS IN MASSACHUSETTS AND THE BOSTON ARCHDIOCESE, NOW SOMEWHAT BEHIND THE CRITICAL STAGES IN OTHER PARTS OF THE NATION. WHILE THERE SEEMS TO BE NO SIMPLE SOLUTION, THERE IS A POSSIBLE HISTORIC ADJUSTMENT TO THE CRISIS. A SHIFT FROM ELEMENTARY EDUCATION TO HIGH SCHOOL AND UNIVERSITY EDUCATION IS ALREADY TAKING PLACE. TWO REASONS WHY MANY CATHOLICS BELIEVE RESOURCES SHOULD BE DEVOTED TO SECONDARY AND HIGH EDUCATION ARE--CATHOLIC HIGH SCHOOLS ARE FAR MORE PRODUCTIVE OF VOCATIONS TO THE PRIESTHOOD, SISTERHOOOD, AND BROTHERHOOD THAN ARE THE LOWER LEVELS OF EDUCATION, AND EXCELLENT CATHOLIC COLLEGES AND UNIVERSITIES ARE NEEDED TO EDUCATE A MUCH MORE HIGHLY TRAINED LAY POPULATION, UPPER LEVELS OF CATHOLIC EDUCATION HAVE BEEN ABLE TO SOLVE CRITICAL PROBLEMS BY BEING RELATIVELY SMALL, REGIONAL RATHER THAN PARISH IN OUTREACH, ACADEMICALLY SELECTIVE, AND FINANCIALLY SELECTIVE. THIS ARTICLE IS A REPRINT FROM THE "BOSTON GLOBE," SEPTEMBER 27 - OCTOBER 4, 1964.

ED001935
CONFERENCE OF LARGE CITY BOARDS OF EDUCATION OF NEW YORK STATE, AN ANALYSIS OF THE EDUCATIONAL AND FINANCIAL NEEDS OF LARGE CITIES IN N.Y. STATE WITH RECOMMENDATIONS FOR REVISION OF THE STATE AID FORMULAS. BROWN, AARON; AND OTHERS, SEP64, 18P.

SUGGESTED IS THE SERIOUS CONSIDERATION OF RECOMMENDATIONS BY ALL PERSONS AND AGENCIES CONCERNED WITH A REALISTIC REVISION OF THE STATE-AID PATTERN AIMED AT MEETING TODAY'S EDUCATIONAL NEEDS. DATA AND EMPHASES RELATE TO FACTORS CHARACTERISTIC OF LARGE CITIES. COST DATA ARE BASED ON CURRENT PRACTICE, WITH ITS FINANCIAL LIMITATIONS. RECOMMENDATIONS INCLUDE--THAT THE HIGHER COSTS OF TRADE AND TECHNICAL EDUCATION PROGRAMS FOR HANDICAPPED CHILDREN BE REFLECTED IN FUNDS FOR KINDERGARTEN, ELEMENTARY, AND SECONDARY PROGRAMS, THAT THE STATE'S SHARE OF FINANCIAL SUPPORT FOR PUBLIC SCHOOLS BE BASED ON THE CURRENT STATEWIDE AVERAGE COST PER PUPIL, THAT STATE AID BE PROVIDED TO COVER THE ADDED COSTS OF EDUCATION FOR THE CULTURALLY DISADVANTAGED, THAT IN THE COMPUTATION OF BUILDING AID, THE AID RATIO BE APPLIED TO TOTAL SCHOOL SITE COSTS, THAT THE COST OF PROGRAMS TO ACHIEVE RACIAL BALANCE IN THE SCHOOLS BE SUPPORTED BY STATE AID, AND THAT SUPPORT BE GIVEN TO PERMISSIVE LEGISLATION WHICH WOULD MAKE POSSIBLE FISCAL RESPONSIBILITY AND INDEPENDENCE FOR BOARDS OF EDUCATION IN CITIES OF OVER 125,000 POPULATION.

ED001943
THE PRICE WE PAY FOR DISCRIMINATION. PATTERSON, BARBARA; AND OTHERS, JUN64, 44P.

THE COSTS, BOTH IN MONEY AND HUMAN SPIRIT, INCURRED BY THE SOUTH'S RESISTANCE TO EQUAL OPPORTUNITY HAVE BEEN FAR GREATER THAN THIS AREA AND THE NATION ARE ABLE TO AFFORD. THE ECONOMY OF MANY SOUTHERN COMMUNITIES HAS SUFFERED BECAUSE OF FAILURE TO ATTRACT INDUSTRY AND INVESTMENT, LOSS TO THE CONSUMER MARKET DUE TO BOYCOTTS, POLICE AND JAIL COSTS, DEPLETION OF FUNDS FOR SUPPORT OF SEGREGATIONIST ORGANIZATIONS, AND COSTS OF HOLDING SEPARATE ELECTIONS. RACIAL DISCRIMINATION IN EMPLOYMENT HAS RESULTED IN PERHAPS AN EVEN GREATER LOSS, SINCE THE YOUNG, EDUCATED NEGROES LEAVE THE SOUTH FOR BETTER JOB OPPORTUNITIES. LEGAL COSTS OF THE DEMONSTRATIONS AGAINST DISCRIMINATION ARE ALSO STAGGERING. MANY NEGROES ASK FOR SEPARATE TRIALS WHEN ARRESTED FOR DEMONSTRATIONS, THEREBY INCREASING BOTH COST AND TIME OF COURTROOM PROCEDURES. EDUCATION IN THE SOUTH HAS ALSO SUFFERED BY AN INABILITY TO ATTRACT FACULTY, STUDENTS, AND RESEARCH EFFORTS. UNIVERSITY AND PRIVATE OFFICIALS ARE HESITANT TO INVEST CAPITAL IN NEW EDUCATIONAL FACILITIES FOR SEGREGATED, RACIALLY DISTURBED COMMUNITIES. THE CLOSING AND BOYCOTTING OF INTEGRATED SCHOOLS, THE TUITION GRANTS TO SEND WHITE STUDENTS TO PRIVATE SCHOOLS, AND THE DUPLICATION OF EDUCATIONAL RESOURCES ARE FURTHER COSTS IN EDUCATION TO THE SOUTH. SOUTHERN SEGREGATED COMMUNITIES ARE PAYING A HIGH PRICE FOR RACIAL DISCRIMINATION WHEN THEY ARE DENIED MANY CULTURAL, ENTERTAINMENT, AND SPORTS ACTIVITIES BY ORGANIZATIONS WHO REFUSE TO PERFORM BEFORE SEGREGATED AUDIENCES. TOURISM AND LOCATION OF CONVENTION IN THE SOUTH ARE ALSO DECLINING DUE TO SEGREGATED PUBLIC ACCOMMODATIONS. THE HIGH COSTS ON THE LOCAL, STATE, AND REGIONAL LEVELS ARE ALSO MAGNIFIED NATIONALLY IN COSTS OF FEDERAL TROOPS AND LOST GROSS NATIONAL PRODUCT. AN EVEN GREATER PRICE IS PAID IN THE AREA OF FOREIGN RELATIONS AS THE IMAGE OF AMERICAN DEMOCRACY IS OVERSHADOWED BY RACIAL STRIFE.

ED001946
IF THE SCHOOLS ARE CLOSED, A CRITICAL ANALYSIS OF THE PRIVATE SCHOOL PLAN. GAUERKE, WARREN E.; GREEN, DONALD R., 59, 40P.

UNDERLYING THE DISCUSSION OF SHIFTING FROM A PUBLIC TO A PRIVATE SCHOOL BASE IN AN EFFORT TO AVOID DESEGREGATION ARE CERTAIN VALUES AND PRINCIPLES--MORAL, POLITICAL, AND EDUCATIONAL. THE FIRST PRINCIPLE IS THAT, IN A DEMOCRACY, THERE ARE NO SUPERIOR PERSONS DUE TO CLASS OR ETHNIC DISTINCTIONS. THE SECOND IS THAT THE CONSTITUTION OF THE UNITED STATES AS INTERPRETED BY THE COURTS IS THE LAW OF THE LAND AND MUST BE RESPECTED. THIRD, IT IS ASSUMED THAT THE STATE IS THE KEY TO EDUCATIONAL DEVELOPMENT IN AMERICA, EDUCATION IS BASICALLY A STATE RESPONSIBILITY RATHER THAN A LOCAL OBLIGATION. THE KEY TO THE SYSTEM OF PUBLIC EDUCATION IS THE RIGHT TO TAX FOR PUBLIC SCHOOLS AND TO COMPEL CITIZENS TO PAY TAXES. FINALLY, PUBLIC FUNDS AND PROPERTY MUST BE APPROPRIATED OR USED SOLELY FOR THE BENEFIT OF PUBLIC SCHOOLS, NOT FOR THE AID OF ANY PRIVATE, PAROCHIAL, OR SECTARIAN SCHOOL. THIS CONSIDERATION INVOLVES THE PRINCIPLE OF SEPARATION OF CHURCH AND STATE. THE FACTS DEMONSTRATE THAT A SYSTEM OF PRIVATE SCHOOLS, IN A MIXED SOCIETY SUCH AS EXISTS IN MUCH OF THE SOUTH, IS UNWORKABLE--LEGALLY, SOCIALLY, AND ECONOMICALLY. AMONG THE PRACTICAL OBSTACLES TO A TUITION GRANT PROGRAM FOR PRIVATE SCHOOLS ARE--FINANCIAL DIFFICULTIES ARISING FROM LOSS OF FEDERAL FUNDS AND FUNDS FROM MANY OTHER SOURCES, LOSS OF VARIETY IN THE PROGRAMS OFFERED STUDENTS, THE PROBLEM OF ACCREDITATION STANDARDS, THE PROBLEM OF DECIDING WHERE RESPONSIBILITY REGARDING SCHOOL POLICIES WILL LIE, AND THE UNAVAILABILITY OF PROFESSIONAL HELP OF STATE EDUCATION DEPARTMENTS TO SOLVE PROBLEMS OF SCHOOL ORGANIZATION. IF A TUITION-GRANT SYSTEM REPLACES PUBLIC EDUCATION, THE COST OF EDUCATION WILL INCREASE TREMENDOUSLY. AT PRESENT SCHOOL BUDGETS, THOUSANDS OF CHILDREN WOULD BE DENIED SCHOOLING. ALL BUT A FEW WOULD GET MARKEDLY INFERIOR EDUCATION.

ED001963
SIX YEARS OF SOUTHERN FREE CHOICE. BLACKFORD, STAIGE D.; LONG, MARGARET, APR64, 16P.

IN THE DECADE SINCE THE SUPREME COURT DECISION OF 1954 SOUTHERN STATES HAVE DEVISED SCHEMES TO PREVENT SCHOOL DESEGREGATION. MOST OF THEM ARE NOW ELIMINATED OR REJECTED AS UNCONSTITUTIONAL BY FEDERAL COURTS. ONE PLAN TO EVADE INTEGRATION WHICH THE COURTS HAVE NOT YET OVERTHROWN IS THE TUITION GRANT OR "FREEDOM OF CHOICE" SCHEME. THIS PLAN GIVES STATE OR LOCAL TUITION MONEY TO CHILDREN SELECTING A PRIVATE SCHOOL AS THEIR CHOICE OF AN EDUCATIONAL INSTITUTION. AN EXAMINATION OF THE TUITION PLAN IN FIVE SOUTHERN STATES, THEIR OPERATION AND COSTS, COURT LITIGATION ON THEIR LEGALITY, AND EXPRESSIONS FOR AND AGAINST THE PLANS ARE DISCUSSED AS GUIDES IN DETERMINING THE WORTH OF SUCH PLANS. IN VIRGINIA, WHERE THE "FREEDOM OF CHOICE" GRANTS ORIGINATED, SCHOOL CHILDREN CAN RECEIVE TUITION GRANTS TO NONSECTARIAN PRIVATE SCHOOLS, AND SUCH PRIVATE INSTITUTIONS HAVE FLOURISHED. AT THE SAME TIME, VIRGINIA PUBLIC SCHOOLS ARE AMONG THE NATION'S POOREST ACADEMICALLY, AND THE PUBLIC SCHOOL TEACHERS ARE AMONG THE LOWEST PAID AND LEAST SCHOOLED. IN GEORGIA, CHILDREN ALREADY IN PRIVATE SCHOOLS OVERWHELMINGLY EXERCISED THE NEW "FREEDOM OF CHOICE" FOR PRIVATE WHITE SCHOOLS, AND THE SYSTEM PROVED TO BE BOTH A FORCE AND A FAILURE. TUITION GRANTS IN LOUISIANA HAVE COST THE STATE $53,600,000, AND EXORBITANT COSTS IN SOUTH CAROLINA AND ALABAMA ARE EXPECTED IF DISTRICTS CONTINUE TO APPLY FOR GRANTS. IN SUMMARY, TUITION GRANTS AND

PROGRAMS EXERCISING THE FREEDOM NOT TO ASSOCIATE WITH NEGROES APPEAR TO HAVE COST ENORMOUSLY AND ACHIEVED LITTLE. THEY HAVE HELPED TO EVADE FEDERAL LAW AND TO DELAY ADJUSTMENT TO INTEGRATION. THIS IS AN ISSUE OF "NEW SOUTH," VOLUME 19, NUMBER 4, APRIL 1964.

ED001965
RACIAL IMBALANCE AND EDUCATIONAL PLANNING. 65.
P.8-11

HARVARD'S ADMINISTRATIVE CAREER PROGRAM FACED THE GROWING PROBLEM OF NEGRO ENROLLMENT IN THE PUBLIC SCHOOLS. NOTING THE FREQUENCY AND INTENSITY WITH WHICH THE PROBLEM WAS ARISING AT THE NATIONAL LEVEL, A GROUP OF LAWYERS AND EDUCATORS CONVENED TO WORK OUT THE LEGAL ASPECTS OF SCHOOL INTEGRATION. FUNDS FROM THE FORD FOUNDATION INITIATED THE ENGLEWOOD PROGRAM, A COMPREHENSIVE STUDY WHICH FOCUSED ON THE ISSUES OF RACE AND PUBLIC EDUCATION IN THE COMMUNITY. ALSO INITIATED WAS THE HARTFORD STUDY, WHICH FOCUSED ON ORGANIZING THE CITY'S BASIC EDUCATION POLICIES IN HOPES OF GIVING EDUCATION THE GREATEST POSSIBLE INFLUENCE ON THE QUALITY OF LEADERSHIP AND LIFE IN THE CITY. REPORTS ON FIELD WORK, PRESENTLY INCOMPLETE, WILL BE PUBLISHED AT INTERVALS. CONCLUSIONS THUS FAR REACHED SHOW THAT INFORMATION ABOUT EFFECTS OF SEGREGATION AND INTEGRATION ARE UNKNOWN, AND THAT UNINTERRUPTED, QUIET TIMES ARE NEEDED TO SPECULATE AND RESEARCH THE ISSUE. THIS ARTICLE IS PUBLISHED IN THE "HARVARD GRADUATE SCHOOL OF EDUCATION ASSOCIATION BULLETIN," VOLUME 10, NUMBER 1, SPRING 1965.

ED001978
CONSTITUTIONAL CHANGE AND SOCIAL CONSCIENCE. 65,
P.2-4

IT IS POINTED OUT THAT AMERICANS WILL BE ATTEMPTING AN ENERGETIC CORRECTION, BY FEDERAL EFFORT, OF SOME OF THE RACIAL TROUBLES WHICH BESET THEM IN NORTHERN CITIES AND IN MORE RURAL SOUTHERN AREAS. FACTORS CONTRIBUTING TO THIS TREND ARE AN AWAKENED NATIONAL CONSCIENCE, A MARKED TENDENCY TO UNDERTAKE, BY PUBLIC MEANS, MATTERS ONCE THOUGHT SUITABLE ONLY FOR PRIVATE ENTERPRISE, A SHIFT FROM LOCAL OR STATE PUBLIC ACTION TO NATIONAL MEASURES, AND IMMENSE NATIONAL RESOURCES ON WHICH TO DRAW. THIS ARTICLE IS PUBLISHED IN THE "HARVARD GRADUATE SCHOOL OF EDUCATION BULLETIN," VOLUME 9, NUMBER 4, WINTER, 1964-65.

ED002034
TOWARD QUALITY AND EQUALITY IN EDUCATION--ADDITIONAL SERVICES PROVIDED FOR OUR PUPILS IN MINORITY AREAS. MAY64, 4P.

TO COMPENSATE FOR THE LEARNING DISADVANTAGES SUFFERED BY MANY OF THE MINORITY GROUP CHILDREN AND TO AID THEM IN OVERCOMING THE OBSTACLES AND INEQUITIES WHICH HAMPER THEIR PROGRESS, A WIDE VARIETY OF SPECIAL SERVICES HAVE BEEN ESTABLISHED IN THE NEW YORK CITY SCHOOLS. DURING THE 1963-64 SCHOOL YEAR, ALMOST $49,000,000 WAS EXPANDED ON 420,000 PUPILS IN MINORITY GROUP AREAS AT ALL LEVELS OF THE SCHOOL SYSTEM FOR ADDITIONAL PERSONNEL, TEXTBOOKS, AND INSTRUCTIONAL MATERIALS TO PROVIDE THE SPECIAL SERVICES NEEDED TO OVERCOME THE LEARNING DISADVANTAGES CAUSED BY SOCIAL AND ECONOMIC DEPRIVATION. AN ANNUAL AVERAGE EXPENDITURE OF $117 MORE PER PUPIL THAN THE ORDINARY ANNUAL PER PUPIL ALLOTMENT IS REPRESENTED. AS IS INDICATED IN THE SECTION ON "LOOKING TO THE FUTURE" MORE REMAINS TO BE DONE WHICH WILL REQUIRE SUBSTANTIAL BUDGETARY INCREASES. THE FACTS AND FIGURES BRIEFLY DESCRIBE THE ADDITIONAL SERVICES AND PERSONNEL PROVIDED IN THE SCHOOLS AND INDICATE SOME OF THE NEEDS TO BE MET WHEN SUFFICIENT FUNDS BECOME AVAILABLE.

ED002045
CALIFORNIA LAWS AND POLICIES RELATING TO EQUAL OPPORTUNITIES IN EDUCATION. JUN62, 23P.

CALIFORNIA, BY LAW AND CUSTOM, HAS HISTORICALLY OPERATED ON THE DEMOCRATIC PRINCIPLE OF EQUALITY OF EDUCATION OPPORTUNITY. HOWEVER, PRIMARILY BECAUSE OF RESIDENTIAL SEGREGATION, DE FACTO SEGREGATION DOES EXIST AND HAS BEEN CHALLENGED WITH THE LEGAL AUTHORITY AND MORAL LEADERSHIP OF THE STATE. THE CALIFORNIA EDUCATION CODE PROVIDES FOR THE ESTABLISHMENT, WHEN NECESSARY, OF A COMMISSION TO ASSIST LOCAL SCHOOL DISTRICTS IN PROBLEMS OF DISCRIMINATION. THE EDUCATION CODE ALSO DECLARES THAT EMPLOYMENT OF TEACHERS BY SCHOOL DISTRICTS SHALL BE ON THE BASIS OF QUALIFICATIONS, NO QUESTION RELATING TO POLITICAL OR RELIGIOUS OPINIONS OR RACE, COLOR, OR MARITAL STATUS SHALL BE ASKED OF CANDIDATES FOR EMPLOYMENT. OTHER SECTIONS OF THE EDUCATION CODE PROHIBIT DISCRIMINATORY PRACTICES IN THE AREAS OF STUDENT SCHOLARSHIPS, TEXTBOOKS AND OTHER INSTRUCTIONAL MATERIALS, ATHLETIC EVENTS, MEMBERSHIP IN STUDENT ORGANIZATIONS, AND STUDENT HOUSING. UNDER THE CALIFORNIA ADMINISTRATIVE CODE, IT IS THE POLICY OF THE STATE BOARD OF EDUCATION THAT AGENCIES RESPONSIBLE FOR ASSIGNMENT OF PUPILS OR ESTABLISHMENT OF SCHOOL CENTERS SHALL EXERT EVERY EFFORT TO ELIMINATE SEGREGATION. THIS CODE ALSO INCLUDES POLICY OF NONDISCRIMINATION IN THE ESTABLISHMENT OF SCHOOL ATTENDANCE AREAS AND PRACTICES, IN THE APPROVING OF SCHOOL SITES, AND IN THE FORMATION OF UNIFIED SCHOOL DISTRICTS.

ED002071
ETHNIC DISTRIBUTION OF PUPILS IN THE PUBLIC SCHOOLS OF NEW YORK CITY 24MAR65, 17P.

THE STATISTICAL GUIDE FOR NEW YORK CITY SHOWS THAT, BETWEEN 1950 AND 1960, THERE WAS A NET LOSS OF WHITES WHO MOVED OUT OF THE CITY, AND A NET GAIN OF NONWHITES AND PUERTO RICANS WHO MOVED INTO THE CITY. THIS CHANGE IN ETHNIC COMPOSITION HAS CONTINUED INTO THE 1960'S AND HAS BEEN INCREASINGLY REFLECTED IN THE ETHNIC CHARACTER OF THE CHILD POPULATION ATTENDING PUBLIC SCHOOLS. DESPITE A SHIFTING POPULATION WITHIN THE CITY AND MIGRATION TO POINTS OUTSIDE THE CITY, THE NUMBER AND PERCENTAGE OF INTEGRATED SCHOOLS AND THE PUPILS IN THESE SCHOOLS HAVE INCREASED. THE INCREASE IS LARGELY ATTRIBUTED TO SEVERAL PROGRAMS OF THE BOARD OF EDUCATION FOR IMPLEMENTING ITS INTEGRATION POLICY. THESE INCLUDE OPEN ENROLLMENT POLICY, FREE CHOICE TRANSFER PROGRAMS, CAREFUL SITE SELECTION FOR NEW SCHOOLS, AND REZONING OF EXISTING SCHOOLS. WHILE INTEGRATED SCHOOLS HAVE INCREASED IN NUMBER, SCHOOLS OF PREDOMINANTLY NEGRO AND/OR PUERTO RICAN STUDENTS HAVE ALSO INCREASED. THE DEVELOPMENT OF HOUSING PROJECTS FOR LARGE FAMILIES IN GHETTO AREAS HAS SUBSTANTIALLY CONTRIBUTED TO THIS INCREASE. THE NUMBER OF PREDOMINANTLY WHITE SCHOOLS HAS DECREASED DURING THIS SAME PERIOD. THE FACT THAT NEW YORK CITY PARENTS HAVE THE OPTION OF CHOICE AMONG PUBLIC, PRIVATE, AND PAROCHIAL SCHOOLS, AND BECAUSE THE PRIVATE AND PAROCHIAL SCHOOLS ARE OVERWHELMINGLY WHITE, THE LARGE FRACTION OF NEGROES AND PUERTO RICANS IN PUBLIC SCHOOLS FAR EXCEEDS THEIR ACTUAL REPRESENTATION IN THE CITY AT LARGE.

ED002103
INSERVICE EDUCATION - AN INTEGRAL PART OF THE ILLINOIS PLAN FOR PROGRAM DEVELOPMENT FOR GIFTED CHILDREN. JACKSON, DAVID M.; ROGGE, WILLIAM M., APR65, 15P.

A PATTERN FOR INSERVICE EDUCATION TO SUPPORT PROGRAM DEVELOPMENT FOR GIFTED CHILDREN IS DESCRIBED. THE PATTERN INCLUDES THE STATE OF ILLINOIS PLAN OF WHICH IT IS A PART, THE APPROACH EMPLOYED, AND THE OPERATIONAL PLANS FOR A 1965 SUMMER INSTITUTE. IN 1963-65 ILLINOIS APPROPRIATED $6,750,000 TO IMPLEMENT ITS PLAN FOR PROGRAM DEVELOPMENT FOR GIFTED CHILDREN. SCHOOL DISTRICTS ENROLLING ABOUT 60 PERCENT OF THE STATE'S PUBLIC SCHOOL PUPILS ARE RECEIVING REIMBURSEMENT FOR THE CURRENT SCHOOL YEAR. TO DATE, 27 DEMONSTRATION CENTERS HAVE BEEN ESTABLISHED THEY PROVIDE DEMONSTRATIONS OF MANY APPROACHES TO THE EDUCATION OF GIFTED CHILDREN. THE STATE HAS SUPPORTED SUMMER INSTITUTES, INSERVICE INSTITUTES, AND ACADEMIC-YEAR INSTITUTES. BASIC FEATURES OF THE SUMMER INSTITUTES AT THE UNIVERSITY OF ILLINOIS FOR DEMONSTRATION CENTER PERSONNEL ARE THAT FACULTY SHOULD PURSUE SELF-ASSESSMENT OF PRACTICES, MODELS OF GOALS SHOULD BE PROVIDED, FACULTY SHOULD BE ABLE TO PRACTICE WHILE STILL IN THE INSERVICE PROGRAM, AND FACULTY SHOULD BE ABLE TO CONTINUE THE PROCESSES OF SELF-ASSESSMENT AFTER THE PROGRAM ENDS. THE ACTIVITIES OF THE 1965 SUMMER INSTITUTE WILL TRAIN TEACHERS TO DEMONSTRATE THE USE OF NEW MATERIALS AND TECHNIQUES APPROPRIATE FOR THE GIFTED. DEMONSTRATION CENTER DIRECTORS, SUPERVISORS, AND CONSULTANTS WILL BE TRAINED IN WAYS OF DISSEMINATING NEW MATERIALS AND TECHNIQUES THROUGH THE ESTABLISHMENT OF DEMONSTRATION CENTERS AND INSERVICE TRAINING PROGRAMS.

ED002105
PROFILES OF SIGNIFICANT SCHOOLS, NEWTON SOUTH HIGH SCHOOL, NEWTON, MASSACHUSETTS. FEB60, 32P.

A REPORT DESIGNED TO ACQUAINT SCHOOL ADMINISTRATORS WITH A NEW DEVELOPMENT IN SCHOOL PLANNING AND DESIGN IS PRESENTED. IT ATTEMPTS TO SHOW WHY THE SCHOOL WAS DESIGNED AS IT WAS, HOW IT WAS DESIGNED AND BUILT, THE EDUCATIONAL BASIS OF THE DESIGN, AND THE RELATION OF THE SCHOOL TO THE PROGRAM FOR WHICH IT WAS PLANNED. SUCH TOPICS AS THE COMMUNITY BACKGROUND, REASONS FOR BUILDING THE NEW HIGH SCHOOL, CLASS ORGANIZATION, THE UNIQUE HOUSE PLAN OF THE SCHOOL, THE BUILDINGS THAT CONSTITUTE THE SCHOOL PLANT, AND COST INFORMATION ARE BRIEFLY DISCUSSED. NEWTON SOUTH IS DESIGNED TO HOUSE A PROGRAM OF VARYING CLASS SIZES. ACCOMODATIONS FOR LARGE GROUP INSTRUCTION WILL ENABLE THE CONTINUATION OF THE NEWTON PLAN STUDIES OF THE PRESENT HIGH SCHOOL, AND MORE ROOM AND MORE APPROPRIATE FACILITIES WILL MAKE SMALL GROUP INSTRUCTION MORE FEASIBLE THAN IT WAS IN THE OLD SCHOOL. THE STUDENT BODY WILL BE DIVIDED AMONG THREE HOUSES SITUATED IN THREE SEPERATE BUILDINGS, WITH ABOUT 500 STUDENTS PER HOUSE. EACH HOUSE WILL HAVE ITS OWN HOUSEMASTER, USUALLY AN EXPERIENCED TEACHER, AND ITS OWN FULL-TIME GUIDANCE COUNSELOR. THEY WILL FORM THE NUCLEUS OF THE STAFF. THE SCHOOL, CONSISTING OF SIX TWO-STORY BUILDINGS GROUPED AROUND A LIBRARY, CONTAINS 214,798 SQUARE FEET OF SPACE AND WILL COST $14.16 PER SQUARE FOOT AND $2,028 PER PUPIL AT THE DESIGNED LOAD OF 1,500 STUDENTS.

ED002116
RESEARCH IN CLASS SIZE IN RELATIONSHIP TO EFFECTIVE TEACHING. SEP61, 7P.

IT IS THE CONSENSUS OF RESEARCH REPORTS THAT THE CRITICAL VARIABLE IN TEACHING EFFECTIVENESS IN HIGHER EDUCATION IS THE QUALITY OF THE TEACHING AND OF THE SUBSEQUENT LEARNING, NOT CLASS SIZE. OF THE VARIOUS METHODS USED TO OBTAIN QUALITY TEACHING, PROBLEM-ORIENTED APPROACHES TO TEACHING PRODUCED MORE AND BETTER LEARNING THAN ANY OTHER METHOD. PROBLEM-ORIENTED APPROACHES INCLUDE NOT ONLY PROBLEM SOLVING, BUT ALSO THE SOCRATIC METHOD, USE OF CASE STUDIES, INDEPENDENT STUDY, AND TUTORIAL INSTRUCTION. ALTHOUGH CLASS SIZE IS NOT THE MOST CRITICAL FACTOR IN HIGHER EDUCATION, TRENDS SHOW THAT CLASSES WILL BE LARGER AND THAT THE STUDENT-FACULTY RATIO WILL INCREASE. THIS TREND IS BASED ON SUCH FACTORS AS ENROLLMENT PRESSURES AVAILABLE STAFF AND ECONOMIC, SOCIAL, AND POLITICAL PRESSURE. THE INDEPENDENT STUDY METHOD CAN BE USED IN THESE INCREASINGLY LARGE CLASSES. LARGE CLASSES, COMBINING MANY DIFFERENT ELEMENTS OF OPINION, PERSONALITY, AND EXPERIENCE CAN BE THE VEHICLE FOR SPARKING THE STUDENTS' INTEREST AND FOR LEADING HIM TO DO INDEPENDENT STUDY. THE EXPERIENCE IN LARGE CLASS DISCUSSIONS OR LECTURES WOULD BE FOLLOWED BY SMALLER MEETINGS, CONFERENCES, OR TUTORIALS. THIS ARTICLE WAS REPRINTED FROM "JUNIOR COLLEGE JOURNAL", VOLUME 32, NUMBER 1, SEPTEMBER 1961.

ED002132
AMERICAN HISTORY AND ECONOMICS (NON-REGENTS). JUN63, 113P.

THE COURSES ARE DESIGNED TO AFFORD A MEANINGFUL SET OF EXPERIENCES RELATED TO THE ABILITIES AND INTERESTS OF THE NON-COLLEGE-ORIENTED HIGH SCHOOL PUPILS. CENTRAL CONCEPTS ARE POINTS OF EMPHASIS. CONTENT IS ORGANIZED AROUND A NUMBER OF KEY IDEAS, WITH AN INDICATION OF RELATED ILLUSTRATIVE DATA. AMERICAN HISTORY IS ORGANIZED INTO FOUR UNITS. THE FIRST UNIT DESCRIBES THE GROWTH OF DEMOCRACY FROM ITS ORIGINS TO THE PRESENT, FOCUSING ON THE PERSONALITIES OF GREAT AMERICAN LEADERS. THE SECOND UNIT PROVIDES A DETAILED ANALYSIS OF THE FUNCTIONING OF THE GOVERNMENT. IN THE THIRD UNIT AN EXAMINATION IS MADE OF THE AMERICAN PEOPLE AND THEIR SOCIAL, ECONOMIC, AND CULTURAL DEVELOPMENT. THE FOURTH UNIT TRACES THE DEVELOPMENT OF AMERICAN POLICY AND LEADERSHIP IN WORLD AFFAIRS. IN ECONOMICS, THE COURSE OF STUDY COVERS SIX UNITS, INCLUDING MATERIAL ON CONSUMPTION, STANDARDS OF LIVING, BUSINESS, THE WORKER, GOVERNMENT, AND A CONCLUDING COMPARISON OF OUR ECONOMIC SYSTEM WITH THAT OF THE SOVIET UNION. AN EFFORT IS MADE TO CONCENTRATE ON PROBLEMS AND INFORMATION WITH PRACTICAL AND DIRECT RELEVANCE TO THE EXPERIENCES AND NEEDS OF THE STUDENT.

ED002144
SOCIAL STUDIES CURRICULUM FOR SENIOR HIGH SCHOOLS. LIBBER, THEODORE; PENN, JOSEPH E., 64, 89P.

REQUIRED AND ELECTIVE SOCIAL STUDIES COURSES FOR GRADES 10 THROUGH 12 ARE LISTED AND DESCRIBED TO ENABLE TEACHERS TO GAIN A BROAD UNDERSTANDING OF THE ENTIRE SENIOR HIGH SCHOOL SOCIAL STUDIES CURRICULUM. THE TEACHER SHOULD DEVELOP ENTHUSIASM, RETAIN RESPECT FOR SCHOLARSHIP, AND INTERPRET THE PRINCIPLES AND CONTENT OF EACH SUBJECT AREA. EACH COURSE CONTAINS A BRIEF OVERVIEW AND OUTLINE, AIMS, AND TEACHING SUGGESTIONS. THE COURSES INCLUDED ARE MODERN EUROPEAN HISTORY, WORLD HISTORY, AMERICAN HISTORY, ECONOMICS, WORLD PROBLEMS, DEMOCRACY AND COMMUNISM, AND LAW.

ED002178
BETTER CLOSED CIRUIT TELEVISION VIA BETTER LIGHTING. MAR63, 3P.

LIGHTING IS A VERY IMPORTANT ASPECT OF CLOSED-CIRUIT TELEVISION OPERATION. BETTER TELEVISION LIGHTING IS OBTAINED THROUGH CAREFUL PLANNING AND PURCHASING. SEVERAL IMPORTANT FACTS ABOUT THE PRACTICAL EDUCATIONAL APPLICATION OF LIGHTING IN A CLOSED-CIRCUIT TELEVISION STUDIO ARE PRESENTED. IN EARLY STAGES, LIGHTS WERE USED FOR PORTABLE ARRANGEMENTS. IT WAS REALIZED THAT MORE LIGHT WAS NEEDED FOR MORE FLEXIBILITY. NOW LIGHTS HAVING FROM 200 FOOT CANDLES TO 400 FOOT CANDLES OF GENERAL ILLUMINATION ARE USED FOR SPECIAL SHOTS. EVERY STUDIO HAS 5 GROVERLITE SENIORS FOR BACK LIGHTING, 4 SUPER KICKERS FOR GENERAL FILLING, AND 4 CINE KINGS FOR KEY LIGHTING. THE SELECTOR SWITCH HAS THREE SETTINGS OF 15, 115, AND 150 VOLTS. IT IS BETTER TO DETERMINE LIGHTING NEEDS AND USE THE SERVICES OF A SPECIALIST THAN TO ORDER LIGHTS FROM A CATALOGUE, AND IT IS MORE PRACTICAL AND SUCCESSFUL TO PURCHASE ADDITIONAL EQUIPMENT THAN TO ADJUST LIMITED NUMBERS OF LIGHTS. BUDGET LIMITS SHOULD BE ESTABLISHED SO THAT MONEY IS ALLOCATED TO ALLOW FOR ADEQUATE LIGHTING PROVISIONS. THIS ARTICLE WAS PUBLISHED IN THE "EDUCATIONAL SCREEN AND AUDIOVISUAL GUIDE," MARCH 1963.

ED002193
GUIDES FOR SCHOOL ADMINISTRATORS IN PREPARING APPLICATIONS FOR FUNDS FOR PROGRAMS FOR THREE AND FOUR YEAR OLD CHILDREN UNDER THE ECONOMIC OPPORTUNITY ACT, TITLE II-A. APR65, 15P.

ADMINISTRATORS ARE ADVISED TO BRING TOGETHER VOLUNTARY AND GOVERNMENT AGENCIES IN WELFARE, HEALTH, HOUSING, EDUCATION, AND EMPLOYMENT AS PARTICIPANTS IN DEVELOPING A COMMUNITY ACTION PROGRAM. AFTER ASSEMBLING ALL AVAILABLE INFORMATION ON THE POVERTY PROBLEM, THEY SHOULD DEVELOP A SET OF PROPOSALS TO ATTACK THE CAUSES OF POVERTY, CHOOSE A SPECIFIC AREA FOR THE PROGRAM, FORM A LOCAL COMMUNITY ACTION ORGANIZATION, AND GET TECHNICAL HELP IF NECESSARY. GUIDELINES ARE GIVEN ON FACTORS TO BE CONSIDERED IN ASSESSING LOCAL NEEDS AND SELECTING A PRIORITY LIST OF PROJECTS. ASPECTS OF THE PROGRAM FOR WHICH FEDERAL MONEY IS AVAILABLE ARE LISTED. THE GOVERNMENT WILL PAY UP TO 90 PERCENT OF THE COST OF PROGRAMS FOR THE FIRST 2 YEARS. STANDARDS TO BE MET ARE CONSIDERED UNDER THE FOLLOWING HEADINGS--EVIDENCE OF HEALTH AND SAFETY PROVISIONS FOR CHILDREN, EVIDENCE OF CAREFULLY SELECTED SUPERVISORY, TEACHING, CLERICAL, AND CUSTODIAL STAFF, SELECTION OF CHILDREN BASED ON THE HETEROGENEOUS CULTURAL GROUPING, EVIDENCE OF NEED, AGES, PHYSICAL MATURITY, AND FREEDOM FROM SEVERE PHYSICAL HANDICAPS, SMALL CLASSES AND LOW TEACHER-PUPIL RATIONS, A CHILDREN'S PROGRAM WHICH CONSISTS OF COMPENSATORY EDUCATION AND ENRICHMENT AND IS SUITABLE TO AGE LEVEL, A PROGRAM WHICH INVOLVES PARENTS AND INTERPRETS THE NURSERY SCHOOL AS A SUPPLEMENT TO THE HOME IN THE CHILD'S EDUCATION, PROBLEM-ORIENTED PLANS FOR INSERVICE EDUCATION, SUITABLE AND ADEQUATE EQUIPMENT AND FACILITIES, AND CAREFUL BUDGETING.

ED002238
MIDWEST PROGRAM ON AIRBORNE TELEVISION INSTRUCTION -- A REGIONAL EXPLORATION IN EDUCATION. IVEY, JOHN E.; AND OTHERS, 28P.

STARTING IN FEBRUARY 1961, THE MIDWEST PROGRAM ON AIRBORNE TELEVISION INSTRUCTION (MPATI) TRANSMITTED COURSES IN FOREIGN LANGUAGES, SCIENCE, ARITHMETIC, ART, THE HUMANITIES, MUSIC, SOCIAL STUDIES, AND INTERNATIONAL RELATIONS TO 18 SCHOOLS IN THE MIDWEST. THE AIRBORNE TELECAST OPERATED OVER NORTH CENTRAL INDIANA AND TRANSMITTED COURSES OVER AN AREA 150 TO 200 MILES IN RADIUS ENCOMPASSING PARTS OF THE SIX STATES OF ILLINOIS, INDIANA, KENTUCKY, MICHIGAN, OHIO, AND WISCONSIN. AREA COORDINATORS AND COMMITTEES CONSISTING OF SCHOOL AND UNIVERSITY EDUCATORS AND ADMINISTRATORS, EDUCATIONAL TELEVISION REPRESENTATIVES, AND LAY LEADERS PROVIDE LIAISON BETWEEN MPATI AND COLLEGES AND SCHOOLS PARTICIPATING IN THE PROGRAM. SELECTED TELEVISION TEACHERS PREPARE THE COURSES FOR AIRBORNE TELEVISION. THE RECORDING WORK IS COMPLETED AT DESIGNATED EDUCATIONAL TELEVISION STATIONS. A SECTION ON SPECIAL INFORMATION FOR SCHOOLS GIVES ADVICE ABOUT THE TYPE OF EQUIPMENT NECESSARY, EQUIPMENT AND ROOM COSTS, AND HOW TO PARTICIPATE IN THE PROGRAM. A ROSTER OF THE PARTICIPANTS IN THE PLANNING AND DEVELOPMENT OF MPATI IS INCLUDED.

ED002242
A STATE PLAN TO IMPROVE PUBLIC SCHOOL SERVICES TO GIFTED CHILDREN. MAR65, 14P.

THE STATE OF ILLINOIS PLAN TO IMPROVE PUBLIC SCHOOL SERVICES TO GIFTED CHILDREN WAS DESCRIBED. IN THE PERIOD FROM 1959 TO 1963, A SPECIAL STUDY PROJECT WAS OPERATED WITH STATE SUPPORT. IT ASSISTED THE GENERAL ASSEMBLY IN DETERMINING WHETHER LEGISLATION WAS NEEDED AND ASSISTED THE SCHOOL DISTRICTS IN PROVIDING FOR GIFTED CHILDREN. A SERIES OF PRINCIPLES FOR STATE ACTION AND A SERIES OF TENTATIVE RECOMMENDATIONS WERE FORMULATED--(1) GIFTED CHILDREN EXIST WITHIN ALL LEVELS OF SOCIETY, WITHIN ALL RACIAL AND ETHNIC GROUPS, AND IN EVERY KIND OF HOME. (2) A STATE PLAN MUST TAKE INTO ACCOUNT THE WAYS IN WHICH INNOVATION OCCURS IN SCHOOLS. (3) THE GENERAL ASSEMBLY SHOULD DELEGATE MAJOR RESPONSIBILITY FOR THE OPERATION OF SCHOOLS TO THE LOCAL BOARDS OF EDUCATION, WHICH WOULD ASSIST AND ENCOURAGE LOCAL SCHOOL DISTRICTS. (4) STUDY AND EXPERIMENTATION SHOULD CONTINUE WITH STATE SUPPORT SO THAT IMPROVEMENT MAY BE CONTINUOUS AND RESPONSIVE TO NEW SCIENTIFIC FINDINGS. THE GOVERNOR OF ILLINOIS SPONSORED CONFERENCES ON DEVELOPING THE TALENTS OF ALL ILLINOIS YOUTH, MADE PROVISION IN HIS BUDGET FOR FUNDS NEEDED TO IMPLEMENT THE STATE PLAN, AND RECOMMENDED ENACTMENT OF THE PROGRAM. THE SCHOOL PROBLEMS COMMISSION WAS EFFECTIVE IN SEEKING AND EXAMINING EVIDENCE IN THE AREA OF GIFTED CHILDREN, AND IN SECURING FAVORABLE LEGISLATIVE ACTION ON A COMPREHENSIVE STATE PLAN TO MEET SOME OF THE MAJOR PROBLEMS. REIMBURSEMENT TO SCHOOL DISTRICTS WAS APPROPRIATED AT $4 MILLION. REIMBURSEMENT IS PROVIDED FOR ANY DISTRICT WHICH SUBMITS AN APPROVED PLAN FOR IMPROVING THE DISTRICT'S SERVICES TO GIFTED CHILDREN.

ED002247
THE SOUTH CAROLINA ETV STORY, PARTS 1 AND 2. KALMBACH, R. LYNN; KNIGHT W.R., 12P.

SOUTH CAROLINA WAS A STATE SLOW IN DEVELOPMENT, 49TH IN PER CAPITA INCOME AND 47TH IN ILLITERACY. HOWEVER, EDUCATIONAL INADEQUACIES HAVE BEEN RECOGNIZED AND COOPERATIVE EFFORTS WERE MADE TO UPLIFT THE PEOPLE EDUCATIONALLY, ECONOMICALLY, AND SOCIALLY. PART I DESCRIBED THE NEED TO MAKE CHANGES IN THE EDUCATIONAL PROCESS. THE CLOSED-CIRCUIT APPROACH TO EDUCATIONAL TELEVISION (ETV) WAS ADOPTED. THE COOPERATION OF SUBJECTS IN FIVE CLASSROOMS AT A COST OF 460,000. IN 1963, 155 PUBLIC HIGH SCHOOLS, EIGHT COLLEGES, AND THE STATE UNIVERSITY WITH ITS FIVE EXTENSION CENTERS WERE INVOLVED AT A COST OF $1,295,000. BASIC ETV POLICIES INCLUDED THE USE OF TEAMWORK TEACHING, CONCENTRATION UPON BASIC SUBJECTS, THE PRODUCTION AND PRESERVATION OF COURSES ON VIDEO TAPE, AND THE USE OF THE FINEST QUALITY TECHNICAL EQUIPMENT. EDUCATOR

ACCEPTANCE HAS INCREASED. THE LEGISLATURE HAS WHOLEHEARTEDLY BACKED THE PROGRAM WHICH IS PLANNED TO CONTINUE UNTIL ALL SCHOOLS, INCLUDING PRIVATE SCHOOLS AND INDEPENDENT COLLEGES, CAN HAVE ETV. IMPORTANT PARALLEL SERVICES WERE TEACHER TRAINING, ADULT EDUCATION, AND COMMUNITY USE OF SIX CHANNEL SYSTEM OPERATING FROM 8 A.M. TO 10 P.M. PART II DESCRIBED IN DETAIL THE REQUIREMENTS, THE TRANSMISSION FACILITIES, AND THE DEVELOPMENTAL EFFORTS OF THE AREA TELEPHONE COMPANIES TO PROVIDE A PRACTICAL AND HIGHLY RELIABLE NETWORK. THE COSTS WERE COMPARATIVELY LOW--$14 PER PUPIL ABOVE PREVIOUS COSTS. EIGHT MAPS SHOWED CABLE SYSTEMS AND STATIONS.

ED002252
ELECTRONIC DATA PROCESSING EDUCATION. AUG61, 24P.

EDUCATION HAS BEEN SLOW IN FULLY UTILIZING ELECTRONIC DATA PROCESSING EQUIPMENT (EDP). EDUCATOR CONFIDENCE IN THE EDP HAS GROWN, HOWEVER, AS A RESULT OF THE SUCCESS OF ELECTRONIC DATA PROCESSING IN SCIENCE, INDUSTRY, AND OTHER PROFESSIONS. THE DEVELOPMENT OF SOLID STATE TRANSISTORIZED COMPUTERS HAS MADE POWERFUL DESK-SIZE COMPUTERS A REALITY AND WITHIN THE BUDGET OF MANY SCHOOL DISTRICTS. FUNDS ARE AVAILABLE FOR DEVELOPING ELECTRONIC DATA PROCESSING INSTALLATIONS AND HIRING APPROPRIATE PERSONNEL TO OPERATE SUCH FACILITIES AS A RESULT OF THE NATIONAL DEFENSE EDUCATION ACT. ONE OF THE SERIOUS DRAWBACKS A SCHOOL FACES WHEN CONSIDERING A COMPUTER IS THE PROBLEM OF PROGRAMING THE MACHINE. AREAS FOR EDP INCLUDE SCHOOL ACCOUNTING, SCHEDULING, REPORTING, AND STUDENT RECORDS. ADEQUATE USAGE OF EDR IS DIFFICULT BECAUSE OF SUCH PROBLEMS AS FINANCES, THE QUESTION OF WHETHER TO BUY OR RENT EQUIPMENT, COMMUNICATION DIFFICULTIES, LEGAL PROBLEMS, INERTIA OF EDUCATOR ATTITUDES, THE FEAR OF DEHUMANIZING EDUCATION, LACK OF TRAINED PERSONNEL, THE STATE OF COMPUTER DEVELOPMENT WHICH DESIGNS MACHINES BEFORE CONSIDERING SPECIFIC PROBLEMS TO BE SOLVED, AND TRAINING AND STAFFING CONSIDERATIONS. AN EXAMPLE OF AN AUTOMATED PUPIL ATTENDANCE PROGRAM IS PRESENTED. POINTS OF DESCRIPTION IN THE PROGRAM INCLUDE PURPOSES, PARAMETERS, HISTORICAL ASPECTS, PROCEDURES, AND ADDITIONAL IMPLICATIONS.

ED002262
LET'S MAKE A DIFFERENCE. JUL65, 10P.

EDUCATION MUST BE THOUGHT OF IN ITS TOTAL CONTEXT. ADDITIONAL COMPENSATION MUST CONTINUE TO BE PLANNED FOR THE DISADVANTAGED, AND THE PROPER KINDS OF COMPENSATION MUST BE PLANNED FOR THE MIDDLE CLASS. IF TOTAL EDUCATION FOR ALL YOUTH IS TO BE PROVIDED, A MOST CRITICAL NEED IS FACILITIES. OTHER NEEDS INCLUDE--RECRUITMENT, TRAINING, AND JOB PLACEMENT OF TEACHING PERSONNEL AND A BASIC OVERHAUL OF THE INSTITUTION ITSELF. MONEY COULD SOLVE MOST OF THE INSTITUTIONAL PROBLEMS OF THE POOR, THE DISADVANTAGED, AND THE ADVANTAGED. EXCLUSIVE OF FACILITIES, ABOUT $1,000 PER CHILD PER YEAR IS NEEDED. THE GENERAL EMPHASIS OF MONEY SHOULD BE PLACED ON THE EARLY YEARS.

ED002279
GALVESTON PHONOSCOPE EXPERIMENT. 60, 8P.

THE PHONOSCOPE IS A COMBINED SMALL TELEVISION CAMERA AND 21-INCH TELEVISION RECEIVER BUILT INTO ONE PORTABLE INSTRUMENT. THE TWO-WAY AUDIO AND VIDEO COMMUNICATIONS SYSTEM MAKES POSSIBLE COMMUNICATION BETWEEN INDIVIDUALS LOCATED AT DIFFERENT SCHOOLS, AND BETWEEN CLASSES IN DIFFERENT SCHOOLS. CLASSES IN DIFFERENT SCHOOLS MAY HAVE DEBATES, AND DISCUSSIONS OR THE CLASSES MAY JOIN TOGETHER TO SHARE LEARNING EXPERIENCES, INTERVIEW RESOURCE PERSONS, AND COMPARE WORK PROJECTS. THE PHONOSCOPE COMMUNICATIONS SYSTEMS CAN ALSO BE USED TO PROVIDE INSERVICE EDUCATION FOR TEACHERS AND TO BRING LEARNING EXPERIENCES TO THE CLASSROOM FOR THE BENEFIT OF AN INDIVIDUAL STUDENT OR FOR THE WHOLE CLASS. PHONOSCOPE COMMUNICATIONS SYSTEMS CAN SOLVE SUCH PROBLEMS OF EDUCATIONAL TELEVISION AS THE HIGH COST OF INSTALLATION AND OPERATION OF EDUCATIONAL TELEVISION FACILITIES, THE NEED TO HAVE TRAINED TECHNICAL PERSONNEL ASSIST IN THE EDUCATIONAL APPLICATIONS OF TELEVISION, THE LIMITATIONS OF ONE-WAY COMMUNICATION IN PACING A PRESENTATION, AND THE RIGIDITY IN SCHEDULING THE USE OF TELEVISION FACILITIES.

ED002286
THE CHESTER CASE. FEB65, 12P.

THE VERBATIM FINDINGS OF FACT, CONCLUSIONS OF LAW, AND DECISION OF THE PENNSYLVANIA HUMAN RELATIONS COMMISSION WITH ITS FINAL ORDER IN THE CHESTER SCHOOL DISTRICT CASE, WERE REPORTED. THE AREAS STUDIED WERE--SCHOOL BOUNDARIES, POPULATION FACTORS, CLASS SIZE, ADMINISTRATION, FACULTY RECRUITMENT, TEXTBOOK USE, ORIGIN OF THE SEGREGATED SCHOOL SUSTEM, AND PROPOSALS FOR DESEGREGATION, BUSING, AND OTHER FACTORS DIRECTLY OR INDIRECTLY RELATED TO THE SEPARATION OF THE RACES AND THE DIFFERENCES IN THE QUALITY OF EDUCATION OF NEGRO AND WHITE PUPILS. THE UNLAWFUL DISCRIMINATORY PRACTICES DEPRIVED NEGROES IN CHESTER OF THEIR CIVIL RIGHTS. THE SCHOOL DISTRICT WAS CHARGED WITH ASSIGNING ONLY NEGRO TEACHERS AND CLERKS TO ALL-NEGRO SCHOOLS, MAINTAINING SEGREGATED ALL-NEGRO SCHOOLS WITHIN THE SCHOOL SYSTEM, ESTABLISHING SCHOOL ZONES CONFINING THE NEGRO TO ALL-NEGRO SCHOOOS, FAILING TO PROVIDE ENOUGH KINDERGARTENS TO ACCOMMODATE NEGRO CHILDREN IN CHESTER, PERPETUATING THE INFERIOR PHYSICAL CONDITION OF ALL-NEGRO SCHOOL BUILDINGS, AND FAILING TO ADOPT ANY PLAN UNDER WHICH THE SCHOOLS IT ADMINISTERS WOULD BE COMPLETELY DESEGREGATED WITHIN A REASONABLE TIME. THESE CHARGES OF DISCRIMINATION WERE UPHELD. CHARGES THAT TEXTBOOKS USED DID NOT ADEQUATELY PORTRAY THE CONTRIBUTIONS OF THE NEGRO TO AMERICAN HISTORY, AND THAT NO NEGRO SUPERVISORS OR ADMINISTRATORS HAD BEEN APPOINTED WERE DISMISSED. THE CHESTER SCHOOL DISTRICT, THROUGH ITS SCHOOL BOARD, OFFICERS, AGENTS, AND EMPLOYEES, WAS TO TAKE SPECIFIED STEPS TO CORRECT THE UNLAWFUL PRACTICES WITH WHICH IT WAS CHARGED. THIS ARTICLE WAS PUBLISHED IN "INTEGRATED EDUCATION," ISSUE 13, FEBRUARY 1965.

ED002303
FEDERAL PROGRAMS FOR EDUCATIONAL TELEVISION. JUN64,
P.11-14

THE GROWTH AND PROGRESS OF EDUCATIONAL TELEVISION IS DESCRIBED. GRANTS FOR THE CONSTRUCTION OF NONCOMMERCIAL TELEVISION (TV) BROADCASTING STATIONS (EDUCATIONAL TV FACILITIES ACT), GRANTS OF SURPLUS PROPERTY UNDER THE NATIONAL DEFENSE EDUCATION ACT HAVE AIDED THE GROWTH OF EDUCATIONAL TV. GREATER USE IS MADE OF EDUCATIONAL TV BECAUSE OF GREATER USE OF ULTRA HIGH FREQUENCY (UHF) AND CHANNEL RESERVATIONS FOR EDUCATION MADE BY THE FEDERAL COMMUICATIONS COMMISSION (FCC). THE FOUR TYPES OF TV SERVICES WHICH ARE USED FOR EDUCATION ARE THE BROADCAST STATION, INSTRUCTIONAL TV FIXED SERVICE OPERATING FOR PARTICULAR RECEIVERS RATHER THAN FOR THE ENTIRE COMMUNITY, THE CABLE DISTRIBUTION SYSTEM PROVIDING FOR CLOSED CIRCUIT TV, AND THE TRANSMISSION OF SIGNALS FROM AN AIRPLANE TO A GROUND RECEIVING INSTITUTION. AN EXAMPLE OF THIS LAST SERVICE IS THE MIDWEST PROGRAM FOR AIRBORNE TELEVISION INSTRUCTION, INC. (MPATI). THE EDUCATIONAL TV FACILITIES ACT IS BASED ON LOCAL CONTROL. THIS LOCAL CONTROL CAN BE A COOPERATIVE VENTURE WITH BOTH CORPORATIONS AND ASSOCIATIONS TAKING PART. MOST SMALL SCHOOL SYSTEMS PROFIT FROM EDUCATIONAL TV WHICH MAKES POSSIBLE EFFECTIVE INSTRUCTIONAL METHODS, A GREATER RANGE OF CURRICULUM CHOICE, AND AN INCREASE IN THE AUTONOMY OF SCHOOL ADMINISTRATORS WHO ARE IN CONTROL OF THE USE OF EDUCATIONAL TV. COST OF EDUCATIONAL TV SYSTEMS VARIES CONSIDERABLY ACCORDING TO TYPE OF SERVICE AND AMOUNT OF USE. THIS ARTICLE WAS PUBLISHED IN THE SCHOOL BOARD JOURNAL, JUNE 1964.

ED002352
PROGRAMS FOR CHILDREN WHOSE BASIC EDUCATIONAL NEEDS REQUIRE SPECIALIZED ADDITIONAL ATTENTION AND SERVICES. 67, 23P.

IN THE PAST THE ECONOMY CONTAINED EMPLOYMENT OPPORTUNITY FOR THOSE WHOSE NEEDS WERE NOT MET BY THE SCHOOL, BUT TODAY NEW TOOLS AND TECHNIQUES OF PRODUCTION ARE ELIMINATING THIS CHOICE. SPECIAL PROGRAMS SUGGESTED HAVE TWO MAIN AREAS OF CONCERN, PREVENTIVE PROGRAMS WHICH RECOGNIZE SPECIAL NEEDS IN ADVANCE AND PROVIDE NECESSARY ASSISTANCE SO THAT CHILDREN CAN BECOME PRODUCTIVE CITIZENS, AND REMEDIAL PROGRAMS OF A CORRECTIVE NATURE FOR CHILDREN WHO DID NOT RECEIVE THE NECESSARY PREVENTIVE SERVICES OR DID NOT PROFIT FROM THEM. FIVE BROAD CATEGORIES OF SPECIALIZED PROGRAMS ARE DEFINED--THE NEEDS IN PROGRAMING AND PERSONNEL ARE DISCUSSED WHERE RELEVANT AND PAST AND FUTURE LEGISLATION, EITHER STATE OR FEDERAL, IS CONSIDERED. AREAS ARE--(1) SPECIAL EDUCATION, WHICH COVERS CHILDREN WHO ARE MENTALLY, PHYSICALLY, OR EMOTIONALLY UNABLE TO PROFIT FROM THE REGULAR SCHOOL PROGRAM, AND GIFTED CHILDREN IN THE TOP THREE TO FIVE PERCENT OF THE SCHOOL POPULATION, (2) PROGRAMS FOR THE EDUCATIONALLY DISADVANTAGED, (3) PROGRAMS FOR THE CHILDREN OF MIGRANT FARM WORKERS, (4) REMEDIAL PROGRAMS, PARTICULARLY IN READING, AND (5) PROGRAMS FOR SLOW LEARNERS, RELUCTANT LEARNERS, AND DROPOUTS. TWENTY-FOUR RECOMMENDATIONS ARE ADVANCE TO FACILITATE EXPANSION AND PROPER OPERATION. LOCAL EFFORT IS NEEDED IN ADDITION TO STATE AND FEDERAL PARTICIPATION. COMMUNICATION AND COORDINATION WITH OTHER COMMUNITY AGENCIES SHOULD BE INCREASED AND SCHOOL SOCIAL WORKERS SHOULD BE AVAILABLE TO MAINTAIN LIAISON. EXPERIMENTATION IS NEEDED TO DETERMINE THE POTENTIAL OF APPROACHES WHICH INVOLVE WORKING WITH OR SUBSTITUTING FOR PARENTS. MENTAL HEALTH SERVICES SHOULD BE EXPANDED. IF POSSIBLE, REGIONAL DISTRICT PROGRAMS SHOULD BE ESTABLISHED. PILOT SCHOOLS SHOULD BE ESTABLISHED, AND STATE AND LOCAL FUNDS SHOULD BE ALLOCATED TO PROVIDE TEACHER TRAINING FOR THOSE WHO WORK WITH EDUCATIONALLY DISADVANTAGED CHILDREN. COUNSELOR SERVICE SHOULD BE EXPANDED.

ED002361
EVALUATION OF EXPERIMENTAL PRESCHOOL PROGRAM FOR EDUCATIONALLY DEPRIVED CHILDREN (1964). 64, 25P.

THE AIM OF AN EXPERIMENTAL PRESCHOOL PROGRAM FOR EDUCATIONALLY DEPRIVED CHILDREN WAS TO PREPARE THEM FOR REGULAR KINDERGARTEN CLASSES. ACTIVITIES AND EXPERIENCES WERE PROVIDED WHICH HELPED THE CHILDREN EXPRESS THEMSELVES VERBALLY AND BECOME AWARE OF THEIR ENVIRONMENT. THE BUDGET FOR A 6-WEEK PROGRAM, INCLUDING STAFF, PROGRAM SUPPLIES, AND TRANSPORTATION FOR FIELD TRIPS, WAS $4,800. KINDERGARTEN ROOMS IN A REGULAR SCHOOL BUILDING WERE USED. HOUSEWIVES MANNING CAR POOLS PROVIDED TRANSPORTATION TO AND FROM SCHOOL. THE STAFF CONSISTED OF A TEACHER-DIRECTOR, TWO TEACHERS, A SOCIAL WORKER, AND 10 HIGH SCHOOL STUDENTS. THE ORIGINAL POPULATION CONSISTED OF 42 4- AND 5-YEAR-OLDS DIVIDED INTO TWO GROUPS WHICH WERE BALANCED ACCORDING TO RACE AND SEX. ACTIVITIES USED IN CARRYING OUT THE PRO-

GRAM INCLUDED SHOW AND TELL, DRAMATICS, PUZZLES, PAPER CRAFT, CUTTING AND PASTING, STORY TELLING, LISTENING TO RECORDS, FINGER PAINTING, AND MUSICAL GAMES. AFTER 3 WEEKS THE PROGRAM WAS EVALUATED AND SEVERAL CHANGES WERE INSTITUTED TO EXTEND OPPORTUNITIES FOR FREE EXPRESSION, TO SET LIMITS IN ALL AREAS OF THE PROGRAM, TO MAKE GREATER USE OF PROJECTS STEMING FROM THE CHILD'S CULTURE, TO MAKE GREATER USE OF VISUAL AIDS, TO ENCOURAGE UNITY AS A CLASS GROUP, AND TO PROFIT BY THE STAFF'S AWARENESS OF SOME OF ITS SHORTCOMINGS. SUCH FIELD TRIPS AS BAKERY AND FIREHOUSE VISITS AND TRAIN RIDES WERE TAKEN. OPPORTUNITIES FOR PARENT CONTACT WERE USED TO ENCOURAGE THEIR UNDERSTANDING OF THE SCHOOL SITUATION. THE PARTICIPANTS DEVELOPED IN LEARNING TO RELATE TO THEIR PEERS, TO FOLLOW DIRECTIONS, TO DEVELOP BASIC SKILLS, TO LISTEN, AND TO CARRY OUT RESPONSIBILITIES. SUGGESTIONS FOR IMPROVEMENT INCLUDED SECURING A STAFF WITH EXTENSIVE KNOWLEDGE OF EARLY CHILDHOOD EDUCATION, HAVING ACCESS TO ADEQUATE INDOOR AND OUTDOOR FACILITIES AND EQUIPMENT, AND PREPARING AND PLANNING THE PROGRAM CAREFULLY.

ED002376
FROM BONFIRE TO PRAIRIE FIRE. 62, 3P.

A PAPER PRESENTED TO A WORKSHOP FOR PERSONNEL FROM THE 16 PROJECT ABLE CITIES ENLARGES UPON THE THEME THAT TO CREATE GENUINE EQUALITY OF EDUCATIONAL OPPORTUNITY, EDUCATIONAL OFFERINGS HAVE TO BE UNEQUAL. ATTEMPTS TO CARRY OUT EQUAL OPPORTUNITY IN EDUCATION INCLUDE THE EFFORTS OF THE NEW YORK CITY COMMISSION ON INTEGRATION WHOSE SUCCESS AT A CITY JUNIOR HIGH SCHOOL LED TO THE HIGHER HORIZONS PREVENTIVE PROGRAM IN NEW YORK CITY SCHOOLS. CONSULTATION AND TECHNICAL ASSISTANCE ABOUT WHAT IS BEING LEARNED IN NEW YORK CITY IS OFFERED TO OTHER COMMUNITIES THROUGH COMMUNITY TALENT SEARCH (CTS), SPONSORED BY THE NATIONAL SCHOLARSHIP SERVICE AND FUND FOR NEGRO STUDENTS (NSSFNS). RESULTS HAVE BEEN MANY, WITH PROJECTS SPREADING TO OTHER STATES AND COMMUNITIES. PUBLISHED ARTICLES IN POPULAR MAGAZINES HAVE DESCRIBED THE BENEFICIAL PROGRAMS. PERHAPS 250,000 DEPRIVED CHILDREN ARE NOW BENEFITING FROM SPECIAL SERVICES. THERE ARE EIGHT TO TEN MILLION DISADVANTAGED CHILDREN, ILLUSTRATING THE NECESSARY SCOPE OF THE PROGRAMS. A NATIONAL TALENT FOUNDATION, SIMILAR TO THE NATIONAL SCIENCE FOUNDATION, SHOULD BE ESTABLISHED TO ENABLE STUDENTS OF PROMISE TO CONTINUE STUDYING AT THE COLLEGE LEVEL. THESE ARE THE YOUNG PEOPLE WHO ATTAIN ONLY AVERAGE ACHIEVEMENT BECAUSE OF DEFICIENCIES RESULTING FROM CULTURAL AND ECONOMIC HANDICAPS.

ED002412
SOME DEMOGRAPHIC CHARACTERISTICS OF RURAL YOUTH. SEP63, 11P.

RURAL YOUTH, DEFINED AS THOSE AGED 15 TO 24, COMPRISE AN IMPORTANT PORTION OF THE U.S. POPULATION. THEY NUMBER 7.5 MILLION PERSONS, WITH 5.7 MILLION RESIDING IN RURAL-NONFARM AREAS AND 1.8 MILLION RESIDING IN RURAL-FARM AREAS. RURAL-NONFARM AND RURAL-FARM YOUTH IN THESE AGES FORM A LARGER PERCENTAGE OF THEIR RESPECTIVE TOTAL POPULATION THAN URBAN YOUTH. RURAL YOUTH AGED 15 TO 19 ARE MORE NUMEROUS THAN THOSE AGED 20 TO 24, BECAUSE OF OUT-MIGRATION. RURAL YOUTH ARE MORE CONCENTRATED IN THE SOUTH THAN IN ANY OTHER REGION. OF THE 7.5 MILLION RURAL YOUTH, APPROXIMATELY 925,000 ARE NONWHITES NONWHITES REPRESENT SLIGHTLY MORE THAN 11 PERCENT OF THE RURAL-NONFARM YOUTH BUT NEARLY 15 PERCENT OF RURAL-FARM YOUTH. SEX RATIOS OF MALES PER 100 FEMALES ARE HIGH IN RURAL POPULATIONS. AMONG RURAL-NONFARM YOUTH AGED 15 TO 24, THE SEX RATIO IS 113 TO SIX, AMONG RURAL-FARM YOUTH OF THESE AGES, THE SEX RATIO IS 120 TO FOUR. THESE HIGH RATIOS ARE ASSOCIATED WITH THE HIGH RATE OF OUT-MIGRATION OF FEMALES FROM RURAL AREAS, AND WITH THE LOCATION OF MILITARY BASES AND PENAL INSTITUTIONS IN RURAL AREAS. THE AGE GROUP UNDER CONSIDERATION COVERS THE PERIOD IN WHICH MOST MARRIAGES OCCUR IN THE UNITED STATES. APPROXIMATELY ONE IN EVERY SIX OR SEVEN FEMALES AGED 15 TO 19 IN RURAL AREAS IS MARRIED WHEREAS ONLY ONE IN 25 OR 30 MALES OF THIS AGE IS MARRIED. AT EACH AGE BETWEEN 14 AND 24, LOWER PROPORTIONS OF RURAL THAN URBAN YOUTH ARE ENROLLED IN SCHOOL. THE AGE 15 TO 24 IS THE ONE IN WHICH MOST YOUTHS ENTER THE LABOR FORCE. FOR URBAN MALES 14 TO 15 YEARS OLD, THE PERCENTAGE IN THE LABOR FORCE RANGES FROM 12 TO 23 PERCENT, FOR RURAL MALES, THE COMPARABLE RANGE IN PERCENTAGE IS FROM 77 TO 91. THE RURAL-NONFARM POPULATION WILL KEEP PACE WITH URBAN GROWTH, THE RURAL-FARM PORTION WILL DECLINE.

ED002429
EDUCATIONAL STATUS OF RURAL YOUTH. NAM, CHARLES B.; POWERS, MARY G., SEP63, 11P.

FACTORS ASSOCIATED WITH DIFFERENCES IN THE EDUCATIONAL STATUS OF RURAL AND URBAN YOUTH ARE EXPLORED. TOPICS DISCUSSED INCLUDE EDUCATIONAL ATTAINMENT, ENROLLMENT RATES, PATTERNS OF SCHOOL RETARDATION, FACTORS RELATED TO SCHOOL ENROLLMENT, AND RETARDATION AND FUTURE EDUCATIONAL PROSPECTS OF RURAL YOUTH. THE RELATIVE EFFECTS OF REGION, AGE, SEX, COLOR, EDUCATION OF ADULTS, AND SOCIOECONOMIC STATUS ARE EXAMINED. THE ANALYSIS IS LARGELY BASED ON 1960 CENSUS DATA AND SAMPLE SURVEYS TAKEN BY THE BUREAU OF THE CENSUS IN RECENT YEARS. THE RURAL ADULT POPULATION LAGGED BEHIND THE URBAN ADULT POPULATION IN EDUCATIONAL ATTAINMENT. MUCH OF THE DIFFERENCE CAN BE ACCOUNTED FOR BY THE EDUCATIONAL SELECTIVITY OF MIGRATION AND PAST DIFFERENCES BETWEEN RURAL AND URBAN SCHOOL SYSTEMS WHICH RESULT IN A MORE POORLY EDUCATED OLDER POPULATION IN RURAL AREAS. ENROLLMENT RATES OF RURAL YOUTHS ARE APPROXIMATELY EQUAL TO THOSE OF URBAN YOUTHS AT THE COMPULSORY AGES AND LEVELS OF ATTENDANCE. MORE URBAN YOUTHS ARE ENROLLED IN NONCOMPULSORY KINDERGARTEN AND COLLEGE LEVELS. THE SITUATION FOR NONWHITES IS NOT AS GOOD AS FOR WHITES, IN ANY AREA THOUGH BOTH GROUPS SHOWED SOME IMPROVEMENT BETWEEN 1950 AND 1960. RURAL YOUTHS TEND TO BE MORE RETARDED IN SCHOOL THAN URBAN YOUTHS, NONWHITES TEND TO BE MORE RETARDED IN SCHOOL THAN WHITES. THE SAME FACTORS APPEAR TO BE ASSOCIATED WITH SCHOOL RETARDATION AS WITH SCHOOL DROPOUTS. FAMILY AND COMMUNITY EDUCATION AND SOCIOECONOMIC LEVELS ARE GOOD INDICATORS OF THE SCHOLASTIC ATTAINMENT OF YOUTH.

ED002464
A PLAN FOR ACTION BY CITIZENS IN EDUCATION, GOALS FOR GREATER CLEVELAND'S ELEMENTARY AND SECONDARY SCHOOLS BY 1970. CALKINS, HUGH; AND OTHERS, NOV62, 66P.

RECOMMENDATIONS INCLUDED REALIZATION OF CITIZEN RESPONSIBILITY FOR THE QUALITY OF SCHOOL BOARDS AND FOR THE MEANS OF FINDING THE MOST QUALIFIED BOARD CANDIDATES, SPECIAL ATTENTION TO THE DESIGN OF THE NEW CITY OF CLEVELAND SCHOOL BUILDINGS TO REALIZE GREATEST LONG TERM VALUE FROM THE RECENTLY APPROVED BOND ISSUE, AND MAJOR IMPROVEMENT IN OPPORTUNITIES FOR VOCATIONAL EDUCATION. ALSO INCLUDED WERE RECOMMENDATIONS FOR SUBSTANTIAL PARTICIPATION BY UNIVERSITIES AND COLLEGES IN TEACHER EDUCATION AND RESEARCH, PROVISION FOR QUALITY LIBRARIES IN THE MANY ELEMENTARY SCHOOLS WHICH STILL LACKED SUCH FACILITIES, AND A DECISION BY GREATER CLEVELANDERS TO RELY PRINCIPALLY ON LOCAL TAX SOURCES TO RAISE ADDITIONAL REVENUE FOR THEIR PUBLIC SCHOOLS.

ED002485
A PROPOSAL FOR THE PREVENTION AND CONTROL OF DELINQUENCY BY EXPANDING OPPORTUNITIES, BUDGET SUPPLEMENT. 09DEC61, 47P.

A BUDGET IS PRESENTED AS A SUPPLEMENT TO THE PROPOSAL SUBMITTED BY MOBILIZATION FOR YOUTH FOR A DEMONSTRATION PROJECT FOR THE PREVENTION AND CONTROL OF JUVENILE DELINQUENCY. BUDGETARY ESTIMATES FOR STAFF AND OTHER EXPENSES ARE SHOWN FOR EACH PROGRAM FOR THE FIRST 2 YEARS OF THE DEMONSTRATION. ESTIMATES FOR THE 1ST YEAR REFLECT AS A DEDUCTION THE AMOUNT OF ANTICIPATED ACCRUALS WHICH MAY BE REALIZED BY UNFILLED POSITIONS. THE ASSUMPTION IS MADE THAT MOST POSITIONS WILL BE FILLED BY THE END OF THE 1ST YEAR AND NO SUCH DEDUCTION IS MADE FOR THE 2D YEAR. SALARIES FOR POSITIONS IN PROGRAMS OTHER THAN EDUCATION AND RESEARCH ARE BUDGETED, WITH A FEW EXCEPTIONS, AT THE 4TH STEP OF AN EIGHT-STEP SALARY SCALE APPROVED BY THE BOARD OF DIRECTORS. EXPERIENCED PERSONNEL MAY THUS BE EMPLOYED AT SALARIES WITHIN THE RANGE SHOWN IN THE BUDGET FOR EACH POSITION. SALARIES FOR POSITIONS APPLICABLE TO EDUCATION PROGRAMS ARE DETERMINED IN ACCORDANCE WITH POLICIES OF THE BOARD OF EDUCATION, WHILE SALARIES FOR THE RESEARCH STAFF ARE DETERMINED IN ACCORDANCE WITH POLICIES OF COLUMBIA UNIVERSITY. THE ESTIMATED COST FOR THE 1ST YEAR OF THE DEMONSTRATION IS $4,047,154, FOR THE 2D YEAR $4,815,261. FOR THE 3D YEAR $4,900,000. FOR THE 4TH YEAR $4,985,000, AND FOR THE 5TH YEAR $5,070,000. ESTIMATED COST FOR 3 MONTHS PRIOR TO STARTING DATE OF DEMONSTRATION IS $239,430.

ED002487
THE COST OF AUDIOVISUAL INSTRUCTION. JUN64,

A REPORT OF A SURVEY ON THE COST OF AUDIOVISUAL INSTRUCTION IN THE NATION'S PUBLIC ELEMENTARY AND SECONDARY SCHOOLS DURING 1962-63 AND 1963-64 WAS PRESENTED. INCLUDED WERE THE TOTAL EXPENDITURES FOR AUDIOVISUAL INSTRUCTION AND SPECIFIC EXPENDITURES FOR AUDIOVISUAL SALARIES, AUDIOVISUAL EQUIPMENT, AND FILM RENTALS. MEDIANS WERE COMPUTED FOR (1) THE NATION AS A WHOLE, (2) THE NATION DIVIDED INTO NINE GEOGRAPHIC REGIONS, (3) SUCH CATEGORIES OF GENERAL EDUCATIONAL EXPENDITURE AS PROJECTORS AND FILMS, FILM PURCHASES AND RENTALS, FILM STRIPS, RECORDS AND RECORD PLAYERS, OVERHEAD PROJECTORS, LANGUAGE LABORATORIES, AND TELEVISION RECEIVERS, AND (4) A FULL- OR PART-TIME AUDIOVISUAL DIRECTOR. NATIONAL AUDIOVISUAL EXPENDITURES WERE $97.6 MILLION IN 1963-63 AND $111.1 MILLION IN 1963-64. THE LARGEST ITEM OF EXPENDITURE WAS SALARIES, THE SECOND LARGEST WAS LANGUAGE LABORATORIES. SURVEY RESULTS INDICATED THAT 80 PERCENT OF THE SCHOOLS RENTED FILMS, 70 PERCENT OF THE SCHOOLS USED RECORD PLAYERS, AND 25 PERCENT OF THE DISTRICTS PURCHASED TELEVISION EQUIPMENT. THE GREATEST INCREASE IN THE USE OF AN AUDIOVISUAL AID WAS WITH THE OVERHEAD PROJECTOR. THIS ARTICLE IS PUBLISHED IN "SCHOOL MANAGEMENT," JUNE 1964.

ED002489
EDUCATIONAL TELEVISION IN 1964, AN OVERVIEW BY THE FEDERAL COMMUNICATIONS COMMISSION. FEB64,

AN OVERVIEW OF EDUCATIONAL TELEVISION (ETV) TO 1964 BY THE FEDERAL COMMUNICATION COMMISSION (FCC) IS PRESENTED. ONLY EDUCATIONAL TELEVISION THAT IS TELECAST OVER COMMERCIAL CHANNELS (OTHER THAN CLOSED CIRCUIT TELEVISION) IS REVIEWED. ETV BEGAN IN 1952 WHEN THE FCC RESERVED 242 CHANNEL ASSIGNMENTS FOR NONCOMMERCIAL EDUCATIONAL USE. ETV CHANNEL RESERVATIONS HAVE SINCE INCREASED TO OVER 350, AND A FURTHER

INCREASE TO ABOUT 700 IS IN PROSPECT. THE FCC SAID THE FINANCING OF ETV CAN BE DONE THROUGH ENDOWMENTS AND THE USUAL SOURCES OF FUNDS FOR PUBLIC AND PRIVATE EDUCATION. COSTS OF OPERATIONS COULD BE MET THROUGH COOPERATIVE PROGRAMING AND FINANCING AMONG SEVERAL EDUCATIONAL ORGANIZATIONS IN LARGE COMMUNICATIONS. SINCE MAY 1962 GRANTS HAVE BEEN AUTHORIZED FOR CONSTRUCTION OF NONCOMMERCIAL STATIONS WITH A CEILING OF 1 MILLION DOLLARS FOR ANY ONE STATE. THE GRANTS ARE MADE THROUGH THE SECRETARY OF HEALTH, EDUCATION, AND WELFARE. SOME OF THE RULES GOVERNING ETV ARE THAT--(1) ONLY NONPROFESSIONAL EDUCATIONAL ORGANIZATIONS MAY BE LICENSED TO OPERATE AS NONCOMMERCIAL ETV, (2) THE ACCREDITATIONS OF EDUCATIONAL ORGANIZATIONS ARE CONSIDERED, (3) ETV PROGRAMS MAY BE EDUCATIONAL CULTURAL, ENTERTAINMENT, OR AUGMENTATIVE TO SCHOOL COURSES, (4) ETV STATIONS MAY NOT TRANSMIT PROGRAMS FOR WHICH MONEY OR OTHER CONSIDERATIONS ARE RECEIVED, (5) THERE IS NO MINIMUM OF HOURS OF BROADCASTING REQUIRED, AND (6) ETV IS SUBJECT, IN OTHER RESPECTS, TO THE SAME TECHNICAL RULES GOVERNING COMMERCIAL TELEVISION.

ED002491
ON-AIR, CLOSED-CIRCUIT INSTRUCTIONAL TELEVISION, THE 2500 MEGACYCLE BAND. 21AUG63,

THE SATISFACTION OF THE BASIC REQUIREMENTS OF EDUCATIONAL TELEVISION BY THE ESTABLISHMENT OF THE INSTRUCTIONAL TV FIXED SERVICE WAS DISCUSSED. THE BASIC REQUIREMENTS OF EDUCATIONAL TELEVISION WERE THAT THE COST PER STUDENT OR PER STUDENT HOUR OF INSTRUCTION HAD TO BE ECONOMICAL, THAT A VERY LARGE NUMBER OF STUDENTS HAD TO BE SERVED, THAT THE SYSTEM HAD TO BE CAPABLE OF TEACHING SUBJECTS SIMULTANEOUSLY, AND THAT THE SYSTEM HAD TO BE LOCALLY CONTROLLED. THE ONLY PREVIOUSLY AVAILABLE METHODS FOR DISTRIBUTING INSTRUCTIONAL TELEVISION MATERIAL TO MANY SCHOOLS INVOLVED STANDARD TELEVISION BROADCASTING CHANNELS OR INTERCONNECTING CABLE FACILITIES, NEITHER OF WHICH WAS SATISFACTORY. BASED ON THE SUCCESS OF THE PLAINEDGE, NEW YORK SCHOOL DISTRICT DEMONSTRATION SYSTEM, WHICH WAS AN ON-AIR CLOSED-CIRCUIT SYSTEM INTERCONNECTING THE DISTRICT'S HIGH SCHOOL, JUNIOR HIGH SCHOOL, AND ELEMENTARY SCHOOLS, THE FCC ESTABLISHED AN INSTRUCTIONAL TV FIXED SERVICE. THE TV FIXED SERVICE PERMITTED THE OPERATION OF LOW-POWER TELEVISION BROADCASTING SYSTEMS IN THE 2500 TO 2690 MEGACYCLE FREQUENCY RANGE. A DESCRIPTION OF THE PLAINEDGE SYSTEM INDICATED HOW A TYPICAL INSTALLATION OPERATED. STUDIES SHOWED HOW SUCH SYSTEMS COULD FILL THE INSTRUCTIONAL TELEVISION REQUIREMENTS OF SMALL, MEDIUM, AND LARGE SCHOOL DISTRICTS AS WELL AS COLLEGES AND UNIVERSITIES. A SINGLE CHANNEL SYSTEM SERVING ALL PUBLIC SCHOOLS IN A VERY LARGE CITY COULD COST 2 DOLLARS PER PUPIL, WITH AN ADDITIONAL CHANNEL BRINGING THE COST UP 25 CENTS PER PUPIL. ONLY A CONSIDERATION OF SUCH FACTORS AS SIZE AND TERRAIN OF AN AREA, LOCATION AND NUMBER OF SCHOOLS, AND CHANNEL REQUIREMENTS COULD PROVIDE COST INFORMATION FOR SCHOOL DISTRICTS. THIS PAPER WAS PRESENTED TO THE CONFERENCE ON EDUCATIONAL TELEVISION (3RD, BRONX, AUGUST 21, 1963).

ED002556
A SIMLIFIED ANALYSIS OF COST FACTORS IN THE PRODUCTION AND RECORDING OF INSTUCTIONAL TELEVISION PROGRAMS. AUG61, 9P.

COST FACTORS INVOLVED IN EDUCATIONAL TELEVISION PROGRAMS ARE ANALYZED. BASIC ASSUMPTIONS UNDERLYING THE ANALYSIS ARE--(1) TELEVISION IS TO BE USED AS A MAJOR RESOURCE IN THE EDUCATIONAL PROCESS, (2) FOR PURPOSES OF ANALYSIS, A TELEVISION COURSE CONSISTS OF A SERIES OF 144 HALF-HOUR PROGRAMS, PRESENTED FOUR TIMES WEEKLY THROUGHOUT A 36-WEEK SCHOOL YEAR, (3) PROGRAMS ORIGINATE FROM STUDIOS SPECIFICALLY DESIGNED TO FACILITATE INSTRUCTIONAL PROGRAMS, AND PROFESSIONAL PRODUCTION TECHNIQUES COMPARABLE TO THOSE USED IN COMMERCIAL TELEVISION BROADCASTING ARE USED, AND (4) THE TOTAL LEVEL OF TELEVISION TEACHING ACTIVITY IS LARGE ENOUGH TO PROVIDE EFFICIENT LOADS FOR THE STUDIOS AND TELEVISION TAPE MACHINES, AND ALL FACILITIES OPERATE ON A 40-HOUR WEEK AND A 50-WEEK YEAR. STUDIO OPERATING COSTS ARE SUBDIVIDED ACCORDING TO WHETHER THE STUDIOS ARE EQUIPPED WITH VIDICON OR IMAGE ORTHICON CAMERA EQUIPMENT. CAPITAL INVESTMENTS, ANNUAL EXPENSES, AND STUDIO EFFICIENCY ARE TREATED SEPARATELY. THE EQUIPMENT INVESTMENT FOR A VIDICON CAMERA SETUP IS $60,000, WHEREAS THE INVESTMENT WITH IMAGE ORTHICON CAMERAS IS $92,000. TOTAL ANNUAL EXPENSES FOR THE FORMER IS $47,000, FOR THE LATTER IT IS $58,000. PRODUCTION COSTS PER COURSE WOULD BE $19,950 AND $21,280 RESPECTIVELY. THE COST PER PROGRAM WOULD BE $138 FOR VIDICON AND $148 FOR IMAGE ORTHICON. CAPITAL INVESTMENT IN A PAIR OF TV TAPE MACHINES IS $90,000, FOR A PAIR OF ECONOMY MODEL TV TAPE MACHINES, $60,000.

ED002625
SPECIAL PROBLEMS IN FINANCING RURAL EDUCATION. SEP63, 12P.

SPARSITY OF POPULATION, A MIGRATORY POPULATION, AND AN ETHNIC POPULATION INFLUENCE THE RISING COSTS OF RURAL EDUCATION. AN IMPORTANT GOAL IN FINANCING RURAL EDUCATION IS TO PROVIDE LOCAL SCHOOL BOARDS WITH THE FLEXIBILITY NECESSARY TO MEET ANY FINANCIAL NEEDS THAT ARISE. LOCAL SCHOOL SUPPORT COMES MAINLY FROM PROPERTY TAX, STATE SCHOOL SUPPORT FROM REVENUE ON SALES AND INCOME TAXES, AND FEDERAL SUPPORT FROM INCOME TAX REVENUE. STATES ALLOCATE SUPPORT TO LOCAL SCHOOLS BY GRANTING A GIVEN AMOUNT PER PUPIL OR PER CLASSROOM FOR ALL SCHOOL PURPOSES, BY BASING THE GRANT ON THE WEALTH OF THE LOCAL SCHOOL DISTRICT, AND BY BASING THE GRANT ON A FIXED SUM FOR ALL SCHOOL DISTRICTS. STATE AID SYSTEMS CONSIST OF VARIOUS COMBINATIONS OF THESE PRINCIPLES. ADJUSTMENT IN STATE AID FOR SPARSITY OF SCHOOL POPULATION, AID FOR TRANSPORTATION, AND AID FOR BUILDINGS CAN ALL BE ACCOMMODATED WITHIN THIS FRAMEWORK. LOCAL SCHOOL BOARDS SHOULD HAVE THE DECISION-MAKING POWER IN REGARD TO THE SCHOOL PROGRAM BACKED BY THE PROMISE OF SUFFICIENT FINANCIAL SUPPORT TO PUT THE PROGRAM INTO PRACTICE.

ED002637
"MIGRANT CHILDREN--THE CHALLENGE AND OUR RESPONSE"--REPORT OF THE MIGRANT CHILDREN'S FUND CONFERENCE (JULY 1961). GORDON, CYRUS; AND OTHERS, JUL61, 4P.

THE ROLE OF FEDERAL, STATE, AND PRIVATE AGENCIES IN HELPING MIGRANT CHILDREN WAS DISCUSSED. BACKGROUND INFORMATION GIVEN BY NORMAN THOMAS AND FAY BENNETT EMPHASIZED SURVEY RESULTS. IN 1961 THERE WERE BETWEEN 350,000 AND 450,000 CHILDREN OF DOMESTIC MIGRANT WORKERS IN AMERICA. IN 1959 75.000 OF THE 500,000 MIGRANT WORKERS IN THE UNITED STATES WERE BETWEEN 14 AND 17 YEARS OF AGE. OF THE TOTAL NUMBER OF MIGRANT CHILDREN, 59 PERCENT WERE BEHIND IN SCHOOL. SINCE THESE CHILDREN WERE NOT RESIDENTS OF THE STATE WHERE THEIR PARENTS WORKED, THEY DID NOT HAVE TO OBEY COMPULSORY ATTENDANCE LAWS. THEIR ATTENDANCE WAS DISCOURAGED BY SCHOOL BOARDS WHO FELT THAT THEY LOWERED SCHOOL STANDARDS. THEY FACED PERSONAL OBSTACLES BECAUSE OF THEIR LANGUAGE HANDICAPS AND BECAUSE OF THEIR PARENTS' LOW EDUCATIONAL LEVEL. THEIR PARENTS DISCOURAGED THEIR SCHOOL ATTENDANCE BECAUSE THEIR EARNINGS WERE NEEDED AT HOME. COMMUNITY AND STATE ROLES WERE EXPLAINED BY ALFRED POTTS, 2D, CHARLES YERSAK, CHRISTINE SHACK, AND W.H. REUF. THE EDUCATIONAL PROGRAM FOR MIGRANT CHILDREN IN NEW JERSEY CONSISTED OF ELEMENTARY EDUCATION SIMILAR TO THE PUBLIC SCHOOL OFFERINGS, WITH MATERIAL ADAPTED TO MIGRANT CHILDREN'S OWN EXPERIENCE. IN NEW YORK STATE, ONLY $33,000 OF $40,000 APPROPRIATED FOR MIGRANT EDUCATION WAS EXPANDED. THE COLORADO LEGISLATURE APPROPRIATED 10 PERCENT MORE THAN THE DEPARTMENT OF EDUCATION REQUESTED FOR MIGRANT EDUCATION. THE FEDERAL GOVERNMENT'S ROLE WAS EXPLAINED BY VERA PRATT. THE MIGRANT EDUCATION BILL PROVIDED A THREE-POINT FEDERAL AID TO STATES TO PROVIDE MEDICAL CARE FOR MIGRANT FAMILIES. ANOTHER SENATE PROPOSAL EXTENDED THE CHILD LABOR PROTECTIONS TO MIGRANT CHILDREN. WAYS IN WHICH PRIVATE ORGANIZATIONS CAN HELP WERE EXPLAINED BY EDITH LOWRY AND MICHAEL MUNK. THEY CAN AROUSE PUBLIC OPINION, INFLUENCE GOVERNMENTAL ACTION, IMPLEMENT NEW LEGISLATION, AND INITIATE PILOT PROGRAMS AND DEMONSTRATION PROJECTS.

ED002640
REPORT OF THE 1964 SUMMER SCHOOL PROGRAM FOR CHILDREN OF MIGRANT WORKERS. REUF, WERNER H.; AND OTHERS, FEB65, 11P.

AIMS OF THE SUMMER SCHOOL PROGRAM FOR CHILDREN OF MIGRANT WORKERS WERE TO TEACH THE CHILDREN BASIC ACADEMIC SKILLS AND TO OFFER THEM HEALTH SERVICES WHICH THEY WOULD NOT OTHERWISE OBTAIN. DURING 1964, THE 9TH YEAR OF THE PROGRAM, 13 SCHOOLS ENROLLED 400 CHILDREN FROM 5 TO 14 YEARS OF AGE. CHILD CARE UNITS WERE LOCATED IN 10 SCHOOLS. SCHOOLS WERE STATE-FINANCED ON THE BASIS OF $3,000 FOR THE FIRST CLASS OF AT LEAST 10 STUDENTS AND $2,000 FOR EACH ADDITIONAL CLASS OF 10 OR MORE. A TYPICAL BUDGET FOR A TWO CLASS CENTER INCLUDED $3,290 FOR SUCH PERSONNEL AS CLASSROOM TEACHERS, SUPERVISORS, A TEACHER'S AIDE, MUSIC AND ART TEACHERS, A PHYSICIAN, A NURSE, CAFETERIA HELP, AND A CUSTODIAN. SOCIAL SECURITY AND RETIREMENT, TRANSPORTATION, FOOD, INSTRUCTIONAL SUPPLIES, AND SCHOOL SERVICES AND UTILITIES COMPLETED THE BUDGET WHICH TOTALED $4,830. CURRICULUM EMPHASIS WAS ON LANGUAGE ARTS AND ARITHMETIC, BUT ART, CRAFTS, MUSIC, RECREATION, AND HEALTH WERE ALSO INCLUDED. SUCH SUPPLEMENTARY ACTIVITIES AS SWIMMING, ASSEMBLIES, AND TRIPS WERE ADDED. PUBLICITY EFFORTS TO ACQUAINT PARENTS AND THE PUBLIC WITH THE PROGRAM INCLUDED EVENING OPEN HOUSES IN THE SCHOOLS. THE HEALTH PROGRAM CONSISTED OF MEDICAL EXAMINATIONS, THE PROVISION OF LUNCHES AND SNACKS, AND THE TEACHING OF CLEANLINESS, DENTAL CARE, AND PROPER DIET. SUGGESTIONS FOR IMPROVEMENT INCLUDED PREDICTION OF ARRIVAL OF MIGRANT PUPILS, ADJUSTMENT OF THE SUMMER SESSION TO COINCIDE WITH MIGRANT RESIDENCE DATES, INCLUSION OF BOTH GROUP AND INDIVIDUAL INSTRUCTION, DETERMINATION OF PUPILS' INDIVIDUAL NEEDS, USE OF IMAGINATION AND ORIGINALITY IN DEVELOPMENT OF MATERIALS AND EXPERIENCES PARTICULARLY SUITED TO MIGRANT CHILDREN, ESTABLISHMENT OF MORE CHILD CARE CENTERS, AND IMPROVEMENT OF CONTACTS WITH PARENTS, GROWERS, AND CREW LEADERS. REQUESTS WERE RECEIVED FOR MIGRANT SCHOOLS IN NEW AREAS IN 1965, AND IT WAS EXPECTED THAT 18 TO 20 SCHOOLS WOULD BE IN OPERATION.

ED002645
REPORT OF THE 1963 SUMMER SCHOOL PROGRAM FOR CHILDREN OF MIGRANT PARENTS. LEBARON, WALTER A.; RUEF, WERNER H., JAN64, 6P.

SUMMER SCHOOLS OF NEW YORK COUNTIES SERVED MIGRANT CHILDREN RANGING FROM 5 TO 14 YEARS OF AGE. THE BUDGET FOR THESE SCHOOLS WAS ALLOCATED BY THE STATE, THE AMOUNT OF THE SCHOOL CENTER BUDGETS VARIED WITH THEIR SIZE, PROGRAM, AND SPECIFIC NEEDS. A TYPICAL BUDGET GUIDE FOR A TWO CLASS CENTER WAS GIVEN. FOUR CENTERS OPERATED STATE SPONSORED CHILD CARE UNITS WHICH ALLOWED THE OLDER CHILDREN TO ATTEND SCHOOL WHILE THE YOUNGER ONES WERE BEING CARED FOR AT THE UNITS. THE CENTERS OPERATED FOR 6 WEEKS, THE DATES COINCIDED WITH THE ARRIVAL AND DEPARTURE OF THE MIGRANT FAMILIES. THE PROGRAMS OF THE SCHOOLS STRESSED READING, WRITING, SPELLING, AND ARITHMETIC. EMPHASIS WAS PLACED ON GOOD HEALTH HABITS. THE NURSE GAVE ASSISTANCE TO ALL CHILDREN AND ARRANGED INNOCULATIONS. THE GROWING CONCERNS OF EDUCATION FOR MIGRANT CHILDREN WERE LISTED. THESE INCLUDED--THE ADJUSTMENT OF THE PROGRAM TO MEET THE EDUCATIONAL NEEDS OF MIGRANT CHILDREN, THE DEVELOPMENT OF TEACHING MATERIALS, REAL EXPERIENCES, AND SCHOOL ACTIVITIES TO STRENGTHEN THE PROGRAM, AND THE DEVELOPMENT OF LIAISON WITH GROWERS, CREW LEADERS, PARENTS, AND INTERESTED LOCAL, STATE, AND NATIONAL AGENCIES AIMED AT FURTHERING THE BEST INTERESTS OF THE MIGRANT PUPILS.

ED002646
CHILD LABOR STANDARDS AND SCHOOL ATTENDANCE LAWS AS THEY RELATE TO RURAL YOUTH. SEP63, 8P.

FEDERAL AND STATE LEGISLATION ON CHILD LABOR STANDARDS AND SCHOOL ATTENDANCE ARE DISCUSSED. OFTEN THESE LAWS DO NOT RECOGNIZE THE DIFFERENCES IN EDUCATIONAL NEEDS BETWEEN URBAN AND RURAL AREAS. DATA ARE PRESENTED ON THE DEGREE OF UNEMPLOYMENT AND ON THE CAUSE OF YOUTH ENEMPLOYMENT. RURAL YOUTH, BOTH IN THEIR ORIGINAL HOMES AND IN THE CITIES TO WHICH THEY MIGRATE AS THEY MOVE OUT OF AGRICULTURE, CONSTITUTE AN EXCESSIVE PROPORTION BOTH OF UNDEREMPLOYED AND UNDEREDUCATED YOUTH. RECENT AND PENDING CHANGES IN THE CHILD LABOR LAWS ARE DISCUSSED. ONE RECENT CHANGE IS THE MIGRANT HEALTH ACT WHICH WILL ALLEVIATE THE IMMEDIATE AND CRITICAL HEALTH PROBLEMS. SEVERAL BILLS HAVE BEEN INTRODUCED IN THE 88TH CONGRESS. ONE BILL IS DESIGNED TO PROVIDE THE STATES WITH FINANCIAL ASSISTANCE TO IMPROVE THE EDUCATIONAL OPPORTUNITIES OF MIGRANT WORKERS AND THEIR CHILDREN. A SECOND IS DESIGNED TO ESTABLISH DAY-CARE SERVICES FOR CHILDREN OF MIGRATORY FARM WORKERS, AND WOULD AUTHORIZE $750,000 FOR MATCHING GRANTS TO STATES TO ESTABLISH AND OPERATE DAY-CARE CENTERS FOR MIGRANT CHILDREN. A THIRD IS DESIGNED TO REGULATE THE EMPLOYMENT OF CHILDREN IN AGRICULTURE. THIS MEASURE WOULD CLOSE THE GAP EXISTING UNDER FEDERAL LAWS WHICH DO NOT REGULATE THE EMPLOYMENT OF CHILDREN WHEN SCHOOL IS NOT IS SESSION.

ED002648
PROBLEMS AND TRENDS IN MIGRANT EDUCATION. JUL63, 3P.

CHILDREN OF MIGRANT WORKERS ENTER SCHOOL LATE, HAVE POOR ATTENDANCE PATTERNS, SHOW SLOW PROGRESS, AND DROP OUT EARLY. THEY ARE THE MOST EDUCATIONALLY DEPRIVED GROUP OF CHILDREN IN THE COUNTRY. THESE CHILDREN HAVE BECOME A CRITICAL NATIONAL PROBLEM, SINCE LACK OF AN ELEMENTARY EDUCATION CAN CONDEMN THEM TO A LIFE OF IGNORANCE, POVERTY, AND DEPENDENCE. RETARDATION IS RELATED TO A LACK OF OPPORTUNITY FOR SCHOOL ATTENDANCE AND NOT TO A LACK OF ABILITY OR INTELLIGENCE. PROVIDING FOR THE EDUCATION OF MIGRANT CHILDREN DURING THE ACADEMIC YEAR CREATES SUCH PROBLEMS AS SCHOOL FINANCE, TRANSFER RECORDS, GRADE PLACEMENT, AND PROVISION OF TEACHERS AND SCHOOL FACILITIES. POOR ATTENDANCE AFTER ENROLLMENT IS A PRODUCT OF THE PARENTS' LACK OF EDUCATION AND INDIFFERENCE TOWARD IT, THE NEED FOR SCHOOL-AGED CHILDREN TO REMAIN AT HOME TO CARE FOR YOUNGER CHILDREN, THE NEED FOR THE EARNINGS OF CHILDREN, AND THE LANGUAGE BARRIER IN CERTAIN AREAS. VARIATIONS IN SCHOOL DISTRICTS AND STATES IN TEXTBOOKS, CURRICULUMS, AND PROGRAMS MAKE IT DIFFICULT TO PROVIDE MIGRANT CHILDREN WITH A CONTINUOUS AND SEQUENTIAL EDUCATIONAL PROGRAM. THE USE OF SHORT-TERM UNITS IN BASIC SKILLS HAS BEEN PROPOSED TO PROVIDE A MORE CONTINUOUS PROGRAM OF STUDY AND TO AVOID DUPLICATIONS AND OMISSIONS IN THE EDUCATIONAL PROGRAMS. IN STATES WHERE SUMMER PROGRAMS HAVE BEEN DEVELOPED, REMARKABLE GAINS IN ACHIEVEMENT HAVE BEEN NOTED. PROGRESSIVE LEADERSHIP IS BEING EXERCISED AT THE LOCAL, STATE, AND FEDERAL LEVELS TO IMPROVE EDUCATION FOR MIGRATORY CHILDREN. RESEARCH AND STUDY ARE BEING STIMULATED BY INCREASED PUBLIC AWARENESS OF THE PROBLEM. ORGANIZATION AND COORDINATION OF EDUCATIONAL SERVICES ARE NECESSARY AT LOCAL AND STATE LEVELS TO PROVIDE ADDITIONAL OPPORTUNITIES FOR THE CHILDREN.

ED002649
THE EDUCATION OF MIGRANT CHILDREN IN OREGON. 62, 14P.

THE MIGRANT EDUCATION PROGRAM CONSISTS OF THE REGULAR SCHOOL YEAR AND SPECIAL PROGRAMS DURING THE SUMMER. THE PILOT SUMMER SCHOOL PROGRAMS HELD IN 1961 AND 1962 AND THE PROGRAM DURING THE REGULAR 1961-62 SCHOOL YEAR ARE DISCUSSED. OBJECTIVES ARE TO SUPPLEMENT THE REGULAR SCHOOL PROGRAM, TO ANSWER QUESTIONS CONCERNING EFFECTIVE METHODS, MATERIALS, AND APPROACHES FOR INSTRUCTION, AND TO COLLECT AND REPORT DATA RELATING TO CONTINUATION OF SUCH PROGRAMS. THE SUMMER SCHOOL PROGRAMS ARE EFFECTIVE IN OVERCOMING EDUCATIONAL DEFICIENCIES. THE YEARLY INCREASE IN ATTENDANCE INDICATES THAT THE MIGRANTS ARE INTERESTED IN HAVING THEIR CHILDREN ACQUIRE AN EDUCATION. SUMMER SCHOOL PROGRAMS SHOULD BECOME A PERMANENT PART OF THE MIGRANT EDUCATION PROGRAM, THE PRESENT APPROPRIATION OF $50,000 SHOULD BE INCREASED TO $60,000 IN THE 1963-65 BIENNIUM TO ALLOW FOR EXPANSION OF PRESENT PROGRAMS AND THE ADDITION OF NEW SCHOOLS. THE REGULAR SCHOOL YEAR PROGRAM IS GEARED TO MEET THE NEEDS OF MIGRANT CHILDREN. CHILDREN BENEFIT FROM SPECIAL PROGRAMS WHICH EMPLOY EXTRA TEACHERS IN ORDER TO KEEP THE CLASS LOADS EQUITABLE AND ALLOW FOR MORE INDIVIDUAL INSTRUCTION FOR ALL CHILDREN. THERE IS NEED FOR A WORKSHOP TO DEVELOP A GUIDE FOR MIGRANT EDUCATION AND FOR REGIONAL INSERVICE PROGRAMS TO BE CONDUCTED ANNUALLY FOR TEACHERS OF MIGRANT CHILDREN. THE FORMULA FOR DISTRIBUTION OF FUNDS IS EQUITABLE REIMBURSEMENT OF COSTS OF MIGRANT EDUCATION. PROPOSED LAW CHANGES AND A REPORT OF A SUMMER SCHOOL PROGRAM ARE APPENDED.

ED002651
EDUCATION FOR MIGRANT CHILDREN. DEC62, 95P.

THE SIX MIGRANT AREAS IN TEXAS, AND THE NUMBER OF MIGRANTS IN THESE AREAS, ARE DISCUSSED. THE TYPES OF MIGRANTS ARE--HOMEBASE MIGRANTS, IN-MIGRANTS, EMBRYONIC MIGRANTS, AND OUT-MIGRANTS. BUILDINGS, FACILITIES, AND FINANCIAL AID FOR MIGRANT SCHOOLS ARE INADEQUATELY USED. REPRESENTATIVE SCHOOL PROGRAMS FOR MIGRANTS ARE PRESENTED AS EVIDENCE OF STATEWIDE EDUCATION EFFORTS. AID IS NEEDED FOR MIGRANT SCHOOLS. MAJOR NEEDS IN PLANNING FOR THE EDUCATION OF MIGRANT CHILDREN INCLUDE WHAT TO TEACH, HOW TO TEACH IT, MATERIALS FOR TEACHING, FINANCES, AND ADEQUATE SPACE. TWO PRACTICES WHICH COULD BE HELPFUL IN WORKING TOWARD A TEXAS PROGRAM OF MIGRANT EDUCATION ARE--A FLEXIBLE STATE AID PROGRAM WITH POSITIVE ENCOURAGEMENT, AND A FREE AND CREATIVE ATTITUDE TOWARD ATTENDANCE, PARENTAL EDUCATION, CALENDAR, CENSUS, AND RECORDS. A PROPOSED REVISION OF THE MIGRATORY FORMULA WILL OFFER SOME FINANCIAL AID, HOWEVER, A REMEDIAL PROGRAM SHOULD ALSO BE PROVIDED. ADDITIONAL LAWS, RULES, AND REGULATIONS ARE NEEDED FOR MIGRANT EDUCATION. WORKING CONTRACTS WITH STATE AND NATIONAL AGENCIES, LIAISON BETWEEN INTRASTATE REGIONS, AND ADVISORY AND GUIDANCE COMMITTEES SHOULD BE CONSIDERED AS EFFECTIVE PRACTICES. SUCH PROCEDURES AS VISITS, LETTERS, AND QUESTIONNAIRES USED TO LOCATE MIGRANTS IN SCHOOLS ARE EXPLAINED AND EXAMPLES ARE SHOWN.

ED002653
NOTES ON THE NEED FOR SUMMER SCHOOLS FOR MIGRANT CHILDREN. MAR64, 4P.

THE NEED FOR SUMMER SCHOOLS FOR MIGRANT CHILDREN IS ACUTE, FOR THEY CANNOT RECEIVE A COORDINATED, CONTINUOUS EDUCATION UNDER THE CONDITIONS OF THEIR LIVES. MOST MIGRANT CHILDREN SUFFER FROM SUCH HANDICAPS AS LOW INCOME, LOW SOCIAL POSITION, LANGUAGE BARRIERS, AND HEALTH AND NUTRITION PROBLEMS WHICH MAKE IT DIFFICULT FOR THEM TO PROFIT FROM SCHOOL WHEN THEY DO ATTEND. SINCE AUTOMATION IS INCREASING THE NEED FOR SKILLED LABOR, MIGRANT CHILDREN MUST BE TAUGHT TO READ, WRITE, AND CALCULATE TO THE POINT WHERE THEY CAN HOLD SKILLED JOBS. EDUCATING DISADVANTAGED CHILDREN CAN BE DONE, BUT MORE TIME, EFFORT, AND MONEY THAN HAS BEEN AVAILABLE WILL BE REQUIRED. SUMMER SCHOOLS FOR MIGRANT CHILDREN ARE A BENEFIT TO LOCAL AREAS, FOR THE STATE FINANCES THEM AND THE REGULAR INCOME OF STATE PERSONNEL IS THUS SUPPLEMENTED AT NO COST TO THE LOCAL SCHOOL BOARD. SCHOOLS ARE VOLUNTARY, OLDER CHILDREN WISHING TO WORK MAY DO SO. IT HAS BEEN FOUND THAT IN COMMUNITIES WHERE SUMMER SCHOOLS ARE AVAILABLE, A MORE STABLE GROUP OF WORKERS RETURN YEAR AFTER YEAR. TEACHERS WORKING WITH THE SUMMER PROGRAM HAVE THE OPPORTUNITY TO TRY NEW TECHNIQUES AND MATERIALS WITH THE ADVICE OF THE STATE CONSULTANT. A CAPSULE REPORT ON THE COLORADO MIGRANT EDUCATION PROGRAM SINCE THE PASSAGE OF THE MIGRANT CHILDREN'S ACT IN 1961 SHOWS THE NUMBER OF CHILDREN ATTENDING SUMMER SCHOOL AND REGULAR SCHOOL SESSIONS, THE DAYS IN ATTENDANCE, AND THE COST TO THE STATE. AN ANALYSIS OF SCHOOL RECORDS OF 391 FALL TERM MIGRANT CHILDREN SHOWS AVERAGE RETARDATION IN ACTUAL GRADE PLACEMENT TO BE 1.3 YEARS.

ED002657
OREGON PILOT PROGRAM FOR THE EDUCATION OF MIGRANT CHILDREN. 60, 44P.

A PILOT PROGRAM STUDIED PROBLEMS INVOLVED IN EDUCATING MIGRANT CHILDREN, RECOMMENDED EDUCATIONAL PROGRAMS, AND IMPLEMENTED EXPERIMENTAL SUMMER SCHOOLS. TECHNIQUES USED TO ARRIVE AT CONCLUSIONS PERTAINING TO BOTH REGULAR AND SUMMER SCHOOL NEEDS FOR ANGLO AND SPANISH-SPEAKING MIGRANTS INCLUDED A SURVEY, A QUESTIONNAIRE WITH INTERVIEWS, AN ANALYSIS OF QUESTIONS, AND AN ANALYSIS OF INFORMATION COLLECTED BY SCHOOL DISTRICTS. THE MIGRANT CHILDREN WERE EDUCATIONALLY RETARDED. SCHOOLS WERE NOT FINANCIALLY ABLE TO MEET THE PROBLEM OF MIGRANT EDUCATION. ADMINISTRATORS AND TEACHERS WERE NOT PREPARED TO MEET THE SPECIAL NEEDS OF THE MIGRANT CHILD. MANY SCHOOL DISTRICTS HAD INADEQUATE FACILITIES FOR A LARGE INFLUX OF MIGRANT CHILDREN. THE SCHOOL DISTRICTS RECEIVED VERY LITTLE STATE MONEY TOWARD THE INCREASED COSTS OF MIGRANT EDUCATION. MANY SCHOOLS HAD BEEN NEGLIGENT IN ENFORCING ATTENDANCE LAWS BECAUSE OF THE LACK OF FUNDS AND FACILITIES TO PROVIDE AN ADEQUATE PROGRAM. INSTRUCTIONAL PROGRAMS FOR MIGRANTS WITHIN THE SCHOOL DISTRICT NEED TO BE DEVELOPED TO ACHIEVE ADEQUATE EDUCATION PROGRAMS. EVERY SCHOOL AFFECTED BY MIGRANT CHILDREN NEEDS A STAFF SKILLED IN THE TECHNIQUES OF ANALYZING THE EDUCATIONAL PROBLEMS OF THE MIGRANT CHILD. ATTENDANCE LAWS ALREADY ESTABLISHED SHOULD BE ENFORCED IN ACCORDANCE WITH THE PRESCRIBED REGULA-

TIONS OF SCHOOL STANDARDS. A PERMANENT PROGRAM TO PROVIDE AN INCENTIVE FOR THE EDUCATION OF MIGRANT CHILDREN DURING THE REGULAR SCHOOL YEAR SHOULD BE ESTABLISHED, TO FOCUS ATTENTION ON THE COMMUNITY RESPONSIBILITY FOR MEETING THE NEEDS OF MIGRANT CHILDREN, AND TO PROVIDE MONEY FOR THE IMPROVEMENT OF THE INSTRUCTIONAL PROGRAM.

ED002660
PENNSYLVANIA MIGRANT DAY CARE PROGRAM AND PARTICIPATING AGENCIES. 61, 8P.

A DESCRIPTION OF A MIGRANT DAY CARE PROGRAM WAS GIVEN. A TOTAL OF 180 PRESCHOOL AND SCHOOL AGE CHILDREN WERE ENROLLED IN SIX DAY CARE CENTERS. SOME FINANCIAL AID, EQUIPMENT, MATERIALS, AND ADVISORY HELP WERE GIVEN TO TWO OTHER CENTERS ENROLLING 40 MORE CHILDREN. FUNDS FOR THE OPERATION OF THE CENTERS WERE FEDERAL FUNDS, ALLOCATED TO PROVIDE PROTECTIVE CARE FOR CHILDREN BY THE PENNSYLVANIA DEPARTMENT OF PUBLIC WELFARE. PRIVATE FUNDS RAISED BY SEVERAL COMMUNITY AND CHURCH GROUPS ENABLED THE CENTERS TO PROVIDE EDUCATIONAL INSTRUCTION AS WELL AS PROTECTIVE CARE. STAFFS INCLUDED DIRECTORS AND TEACHERS EXPERIENCED IN NURSERY OR ELEMENTARY EDUCATION, COLLEGE STUDENTS, COMMUNITY MEMBERS, AND VOLUNTEERS. A SOCIAL WORKER WAS ATTACHED TO EACH CENTER BY THE DEPARTMENT OF PUBLIC WELFARE. THE CENTERS WERE OPEN FROM 8 A.M. TO 5 P.M. 5 DAYS A WEEK. THE PROGRAM PROVIDED BREAKFAST AND A HOT MIDDAY MEAL, HEALTH AND EDUCATIONAL INSTRUCTION, AND TRAINING IN SUCH SIMPLE SKILLS AS SEWING, COOKING, AND USING TOOLS. FIELD TRIPS, MUSIC, ART, AND RECREATION WERE ALSO INCLUDED. BECAUSE OF THEIR LIMITED EXPERIENCES AND ACADEMIC RETARDATION, SCHOOL AGE CHILDREN WERE GIVEN A PRACTICAL, CONCRETE PROGRAM EMPHASIZING THE BASIC SKILLS OF READING, WRITING, AND ARITHMETIC THROUGH METHODS CLOSE TO THEIR ABILITIES AND INTERESTS. THE CHILDREN ATTENDED THE CENTERS UNTIL LOCAL PUBLIC SCHOOLS OPENED IN SEPTEMBER, THEY WERE THEN ENROLLED IN THE REGULAR SCHOOLS. THE PROGRAM WAS CONSIDERED VERY SUCCESSFUL, AND EXAMPLES WERE CITED OF THE ADJUSTMENT AND PROGRESS MADE BY SOME OF THE CHILDREN. THE DAY CARE CENTER STAFF ALSO GAINED FROM THEIR EXPERIENCES IN WORKING WITH MIGRANT CHILDREN.

ED002667
MIGRANT CHILDREN SUMMER SCHOOL PILOT PROGRAM. JONGEWARD, RAY E.; AND OTHERS, OCT62, 22P.

THE SUMMER SCHOOL PILOT PROGRAM FOR CHILDREN OF MIGRATORY WORKERS ATTEMPTED TO DEVELOP INSTRUCTIONAL TECHNIQUES RELATED TO THE SPECIFIC LEARNING DIFFICULTIES OF MIGRANT CHILDREN, TO HELP MIGRANT CHILDREN OVERCOME EDUCATIONAL DEFICIENCIES, AND TO DETERMINE THE FEASIBILITY OF PROVIDING SUMMER SCHOOL OPPORTUNITIES FOR MIGRANT CHILDREN. THE COST, FINANCED BY THE STATE AND THE LOCAL SCHOOL DISTRICT, WAS APPROXIMATELY $1,160 FOR 32 STUDENTS FOR A 6-WEEK PERIOD. TRANSPROTATION WAS INCLUDED. SUCCESS WAS CREDITED TO AN ENTHUSIASTIC AND UNDERSTANDING TEACHER WHO VISITED WITH THE ASSISTANT TEACHERS, INTERESTING INSTRUCTIONAL MATERIALS, A VARIETY OF ACTIVITIES, AND PROVISION OF TRANSPORTATION. IMPROVED ATTITUDES TO LEARNING AND TO SCHOOL WERE APPARENT IN PUPILS AND IN PARENTS. IT WAS CONCLUDED THAT MIGRATORY WORKERS WILL TAKE ADVANTAGE OF SUMMER SCHOOLS AND CHILDREN WILL ATTEND REGULARLY. HOWEVER, A PLANNED INFORMATION PROGRAM THAT UTILIZES THE NATIVE TONGUE IS NECESSARY. IT WAS RECOMMENDED THAT THE PROGRAM BE CONTINUED, THAT ADDITIONAL SUMMER PILOT PROGRAMS BE ESTABLISHED, THAT APPROXIMATELY $10,000 BE BUDGETED FOR SUMMER SCHOOLS DURING 1963-65, THAT SCHOOL DISTRICTS EXPLORE THE POSSIBILITY OF ESTABLISHING LABORATORY EXPERIENCES FOR STUDENT TEACHERS IN THE SUMMER SCHOOL PROGRAMS, AND THAT MORE DETAILED ENROLLMENT AND ATTENDANCE RECORDS BE ACQUIRED TO UNDERSTAND THE NATURE AND EXTENT OF THE EDUCATIONAL NEEDS OF MIGRANT CHILDREN IN WASHINGTON SCHOOLS. PHOTOGRAPHIC ILLUSTRATIONS AND A BIBLIOGRAPHY ACCOMPANY THE REPORT.

ED002672
A PRELIMINARY LEGISLATIVE REPORT ON THE RESCHEDULING OF THE SCHOOL YEAR. FEB65, 20P.

EDUCATIONAL, SOCIAL, AND ECONOMIC IMPACTS OF RESCHEDULING THE SCHOOL YEAR WERE INVESTIGATED SO THAT, WITH THE PROVISION OF THE SAME NUMBER OF INSTRUCTIONAL HOURS AS ARE INCLUDED IN THE 13 YEAR SYSTEM, STUDENTS CAN COMPLETE THEIR SCHOOLING IN 11 OR 12 YEARS. THE EXPERIMENTAL DESIGN INCLUDED (1) A RURAL TOWN, A SUBURBAN COMMUNITY, A SMALL CITY, AND A LARGE CITY, (2) SUCH ORGANIZATIONAL PATTERNS AS CONTINUOUS MODULES, THREE TRACKS, AND TRIMESTERS, AND THE SERVICES OF A FULL-TIME DIRECTOR. CONCEPTS OF EXTENDED YEAR DESIGNS WERE TESTED ON DIFFERENT TYPES OF SCHOOL SYSTEMS. ASSISTANCE WAS GIVEN TO MODIFY CURRICULUM AND TEACHING METHODS TO CONFORM TO NEW TIME BLOCKS. THE MAJOR PORTION OF THE FUNDS SUPPLIED FOR THE RESCHEDULING OF THE SCHOOL-YEAR PROJECT WAS USED TO REIMBURSE SCHOOL DISTRICTS FOR EXPENSES INCURRED BY THE PROJECT. POTENTIAL SCHOOL REORGANIZATIONS PLANS AND THEIR FINANCIAL IMPACT WERE DESCRIBED. THE CONTINUOUS PROGRESS PLAN FOR GRADES 1 TO 6 IS BASED ON ADDING EXTRA DAYS TO THE SCHOOL YEAR, AS IS THE EXTENDED KINDERGARTEN TO GRADE 12 PLAN, EXCEPT THAT THE FORMER SAVES 1 YEAR IN 6, WHEREAS THE LATTER SAVES 1 YEAR IN 13 BUT PROVIDES GREATER LEARNING THROUGH THE EXTRA DAYS. IN THE MODIFIED SUMMER SCHOOL PLAN, REGULAR SECONDARY COURSES ARE COMPLETED IN SUMMER SCHOOL, THUS ADVANCING GRADUATION. THE TRIMESTER PLAN DIVIDES THE YEAR INTO THIRDS, WITH STUDENTS COMPLETING A NORMAL YEAR'S WORK IN TWO TRIMESTERS. IN THE QUADRIMESTER PLAN, A YEAR'S WORK IS COMPLETED IN THREE QUADRIMSTERS. ADDITIONAL STUDIES COMPARED THE LENGTH OF THE SCHOOL YEAR IN THE UNITED STATES WITH THOSE IN OTHER COUNTRIES AND SURVEYED COLLEGES AND HIGH SCHOOLS TO DISCOVER EXPERIENCES WITH AND REACTIONS TO RESCHEDULING. IT WAS FOUND THAT MANY COLLEGES ARE FLEXIBLE ABOUT ADMITTING QUALIFIED HIGH SCHOOL STUDENTS DURING THE SCHOOL YEAR, AND THAT MANY HIGH SCHOOLS HAVE TAKEN STEPS TO ALLOW INTERESTED HIGH SCHOOL STUDENTS TO ENTER COLLEGES DURING THE YEAR WHEN THERE ARE OPENINGS.

ED002674
EXPERIMENTATION AND INNOVATION--A SEVEN-YEAR REPORT. DI LORENZO, LOUIS T.; SALTER, RUTH, MAY65, 73P.

REPORTED IN AN EVALUATION OF A PROGRAM OF STATE AID FOR EXPERIMENTAL PROGRAMS WAS AN OVERVIEW OF THE LEGISLATION AND ADMINISTRATION GOVERNING SUCH PROGRAMS. A PURPOSE OF THE FINANCIAL AID TO LOCAL SCHOOL DISTRICTS WILLING TO EXPERIMENT WITH INNOVATIONS TO IMPROVE INSTRUCTIONAL QUALITY WAS TO PROMOTE THE SCIENTIFIC METHOD IN ATTACKING TEACHING AND LEARNING PROBLEMS. THROUGH THE SEVENTH YEAR OF OPERATION, 74 PROJECTS WERE UNDERTAKEN WITH 166 DISTRICTS PARTICIPATING A TOTAL OF 227 TIMES. WHILE LOCAL DISTRICTS INVESTED $1,000,000, THE STATE EDUCATION DEPARTMENT CONTRIBUTED $1,500,000. THE ORIGINAL LEGISLATION RELATED TO SCIENCE AND MATHEMATICS, BUT THE COVERAGE WAS BROADENED IN LATER YEARS. ADDITIONAL CHANGES WERE LIBERALIZATION OF RESOURCES AND STATE-AID PAYMENTS. PROGRAM EVALUATION WAS BASED ON THE EXTENT OF SCHOOL DISTRICT PARTICIPATION, THE EMERGENCE OF NEW IDEAS, THE ABILITY OF LOCAL SCHOOL DISTRICTS TO CONDUCT RESEARCH, AND THE DISSEMINATION OF FINDINGS. THE GROWTH IN NUMBERS OF DISTRICTS, TEACHERS, AND PUPILS INVOLVED WAS GREAT, BUT EXPERIMENTATION WAS LIMITED TO WEALTHIER DISTRICTS, THOSE WITH LARGE ENROLLMENTS, AND THOSE CLOSE TO COLLEGES. THROUGH THE PROJECTS, ALMOST ALL OF THE NEW INSTRUCTIONAL APPROACHES AT THE ELEMENTARY AND SECONDARY LEVELS WERE INTRODUCED. THE ABILITY OF LOCAL SCHOOL DISTRICTS TO CONDUCT RESEARCH WAS QUESTIONED BECAUSE ALMOST ONE THIRD OF THE PROJECTS WERE NOT COMPLETED, OUTSIDE CONSULTANTS WERE HEAVILY RELIED ON, AND THERE WAS GREAT TURNOVER AMONG PERSONNEL. ALTHOUGH THE PROJECTS WERE PUBLICIZED THROUGH JOURNAL ARTICLES, NEWSPAPERS, CONFERENCES, AND RESPONSES TO INQUIRIES, NO SYSTEMATIC MEANS FOR REPORTING AND MAKING AVAILABLE THE FINDINGS WERE DEVISED. RECOMMENDATIONS WERE MADE FOR INVOLVEMENT OF A MORE REPRESENTATIVE GROUP OF DISTRICTS, EXPANSION OF TOPICS FOR INVESTIGATION, BETTER DISSEMINATION OF FINDINGS, MORE DEFINITIVE STATEMENTS OF OBJECTIVES AND METHODOLOGY, GREATER CONTROL OF THE TEACHER VARIABLE, CONSIDERATION IN THE EXPERIMENTS OF CLASSIFICATIONS OF PUPILS WITHIN GROUPS, AND THE RECRUITMENT OF SPECIALISTS TRAINED IN EDUCATION RESEARCH.

ED002693
MIGRATORY LABOR IN OHIO. JUL60, 17P.

OHIO HAS BECOME A HIGHLY INDUSTRIALIZED STATE WITH INSUFFICIENT QUALIFIED LOCAL FARM WORKERS TO MEET HARVEST DEMANDS. MIGRANT WORKERS HAVE FILLED THAT NEED, DOING MOSTLY "STOOP WORK" AND WORKING IN FOOD PROCESSING PLANTS. THE ANNUAL WORKER PLAN HAS PROVIDED FOR MORE EFFICIENT SCHEDULING OF MIGRANTS. CONSTRUCTIVE PROGRAMS HAVE BEEN DEVELOPED FOR MIGRANTS AND THEIR FAMILIES BY THE GOVERNOR AND HIS COMMITTEE ON MIGRANT LABOR. IN EDUCATION, PRIVATELY FINANCED SUMMER SCHOOLS HAVE BEEN ORGANIZED. RESULTS INCLUDE GREATER CITIZEN INTEREST IN MIGRANTS, LARGER ENROLLMENT AND CLASS ATTENDANCE, EFFECTIVE VOLUNTEER HELP, PROVISIONS FOR PROPER CLOTHING TO INCREASE ENROLLMENT, TEACHER ORIENTATION FOR ONE WEEK PRIOR TO THE 6-WEEK COURSE, AND THE SETTING UP OF STANDARDS FOR CLASSES AND TEACHERS. IN EMPLOYMENT AND TRANSPORTATION, A MORE PERSONAL RELATIONSHIP BETWEEN GROWER AND MIGRANT WAS FOUND TO BE NECESSARY TO IMPROVE RECRUITING METHODS, AND GREATER USE HAD TO BE MADE OF THE ANNUAL WORKER PLAN FOR SCHEDULING MIGRANT WORKERS. NEEDED REFORM MEASURES INCLUDED REDUCED TRUCK LICENSE FEES, PROVISIONS FOR REST CAMPS, IMPROVED REGULATIONS AND LAWS. IN HOUSING, HEALTH, AND SANITATION, IMPROVEMENTS WERE MADE IN INSPECTION METHODS, IN WATER SUPPLY SAFETY PROVISIONS, IN TOILET FACILITIES, IN GARBAGE DISPOSAL, IN ELECTION OF CAMP SITES, IN HOUSING REPAIRS, IN CLINIC AND NURSE PROVISIONS, AND IN MORE FREQUENT USE OF HEALTH RECORD CARDS. THE OHIO LEGISLATURE IN 1959 STUDIED COST REIMBURSEMENT IN SCHOOLS, APPROPRIATIONS FOR OTHER EXPENSES, AND THE GENERAL MIGRANT LABOR SITUATION. CONCERNS OF PUBLIC WELFARE AGENCIES ENCOMPASSED PROVISIONS FOR SURPLUS FOODS, RELIEF FUNDS, DAY CARE CENTERS, ACTIVITIES FOR OLDER CHILDREN, AND A SOCIAL WORKER.

ED002816
DEVELOPMENT OF STANDARD AND CORRELATED DIMENSIONS OF MATERIAL-COMPONENTS IN SCHOOL CONSTRUCTION. JUL60, 154P.

THE OBJECTIVE WAS TO DEVELOP A CORRELATED MODULAR SYSTEM OF SCHOOL DESIGN WHICH WOULD PERMIT A VARIETY OF COMPETITIVE MATERIALS AND EQUIPMENT COMPONENTS TO BE MASS PRODUCED FOR SCHOOLS AND USED INTERCHANGEABLY AND FLEXIBLY.

THE DEVELOPED SYSTEM PROPOSES FUNDAMENTAL AND SIGNIFICANT INNOVATIONS WHICH HAVE NOT BEEN ADVANCED BY EARLIER PROGRAMS. THIS SYSTEM IS NOT PREDICATED ON THE BASIS THAT A SINGLE SELECTED UNIT OF MEASURE--THE BASIC MODULE--MUST BE AGREED TO IN ADVANCE BY ALL PARTIES OF THE BUILDING PROFESSIONS AND INDUSTRY, THAT ALL PRODUCTION PROCESSES MUST BE GEARED TO IT, AND THAT MATERIALS MUST BE SIZED IN ACCORDANCE WITH IT. THE NEW SYSTEM RECOGNIZES THE NEED FOR AND PROPOSES THE USE OF MORE THAN ONE UNIT DEPENDING UPON (A) THE SPECIFIC PART OF THE PROCESS, (B) THE ORDER OF SIZE OR MAGNITUDE, AND (C) THE PARAMETERS OF THE PROCEDURAL STEPS UNDER CONSIDERATION. IT ALSO PROPOSES THE USE OF THE TECHNIQUE OF MODULATION TO ESTABLISH THE LINKAGE SYSTEM WHICH RELATES THE NETWORK OF GRIDS REQUIRED TO PORTRAY THE VARIETY OF DIMENSIONAL CHARACTERISTICS. IT FURTHER PROPOSES THE USE OF BOTH RIGID AND NONRIGID GRID COMPOSITION DEPENDING UPON SPECIFIC PROBLEM CRITERIA. IT WAS RECOMMENDED THAT ALL SEGMENTS OF THE SCHOOL BUILDING INDUSTRY BE ENCOURAGED TO STUDY, EXAMINE, EVALUATE, AND APPLY THE DEVELOPED SYSTEM FOR PURPOSES OF CRITICAL REVIEW. SPECIAL EMPHASIS SHOULD BE PLACED ON AN INDUSTRY-WIDE EDUCATIONAL PROGRAM DESIGNED TO INFORM EDUCATORS, ADMINISTRATORS, ARCHITECTS, ENGINEERS, MANUFACTURERS, FABRICATORS AND CONSTRUCTION CONTRACTORS, AND THEIR RESPONSIBLE PERSONNEL ABOUT THE SYSTEM AND HOW IT WORKS. (JL)

ED002831
PROVIDING EDUCATION FOR MIGRANT CHILDREN. POTTS, ALFRED; REDBIRD, HELEN M., 61, 160P.

THE PROGRAM PURPOSE WAS TO LEARN THE NATURE OF THE PROBLEMS CHARACTERISTIC TO THE EDUCATION OF THE MIGRANT CHILD AND TO ACHIEVE BOTH A STRUCTURE OF EDUCATION AND A KNOWLEDGE OF CONTENT AND METHODOLOGY THAT WOULD MEET HIS NEEDS. THE PROJECT STRUCTURE WAS DEVELOPED TO LEARN ABOUT ORGANIZATION FOR ADMINISTRATION OF EDUCATION PROGRAMS, FINANCIAL SUPPORT OF EDUCATION PROGRAMS, SOCIAL UNDERSTANDING, MOVEMENT OF MIGRANTS AND CAUSES, APTITUDE OF THE PEOPLE, CURRICULUM NEEDS, CLASSROOM METHODS, AND TEACHER NEEDS AND PREPARATION. SEVERAL EXPERIMENTAL SUMMER SCHOOLS FOR MIGRANT CHILDREN WERE ESTABLISHED TO OPERATE OVER A 3-YEAR PERIOD. OTHER SCHOOLS WITH MIGRANT CHILDREN COOPERATED AS A CONTROL GROUP. ALL OF THE CHILDREN PARTICIPATING IN THE STUDY WERE FOUND TO BE BEHIND IN SOCIAL MATURATION IN VARYING MEASURE, AND ALMOST 70 PERCENT WERE BEHIND THE STATUS OF NORMAL GRADE EXPECTANCY. THUS, IT WAS RECOMMENDED THAT ALL SCHOOL-AGE CHILDREN OF MIGRATORY FAMILIES SHOULD BE ENCOURAGED TO ATTEND ANY MAKE-UP SCHOOL FACILITY OPERATED IN THEIR AREA OF TEMPORARY RESIDENCE. SPECIAL SCHOOL TERMS AND OPERATIONAL RECOMMENDATIONS AND PROCEDURES WERE OUTLINED FOR THE MIGRANT LABOR OFFICES AND AGRICULTURAL AREAS OF COLORADO. (JH)

ED002832
THE COLORADO PROGRAM FOR THE EDUCATION OF MIGRANT CHILDREN, A GUIDE TO ADMINISTRATIVE PROCEDURES FOR PARTICIPATING SCHOOL DISTRICTS. 61, 41P.

THE GENERAL PURPOSE OF THE COLORADO MIGRANT CHILDREN EDUCATIONAL ACT OF 1961 IS TO PROVIDE EDUCATIONAL OPPORTUNITIES FOR THE CHILDREN OF MIGRATORY AGRICULTURAL WORKERS WHO ARE RESIDENTS OF THE UNITED STATES BUT NOT PERMANENTLY DOMICILED IN THE SCHOOL DISTRICT. ITS INTENT IS TO PROVIDE SCHOOL EXPERIENCES AND FACILITIES WHICH WILL BE APPROPRIATE TO THE NEEDS AND ABILITIES OF THESE CHILDREN, AND EQUIVALENT TO THOSE PROVIDED FOR PERMANENT RESIDENTS. IMPLICIT IN THE PROGRAM IS THE NEED FOR ALL CITIZENS TO RECOGNIZE THEIR RESPONSIBILITY FOR THE FULLEST DEVELOPMENT OF EACH CHILD'S POTENTIAL. AS MIGRATORY FAMILIES MOVE FROM ONE WORK LOCATION TO ANOTHER IT IS CONSIDERED THE DUTY OF THE PUBLIC SCHOOL SYSTEMS OF COLORADO TO PROVIDE EDUCATIONAL OPPORTUNITIES FOR THE CHILDREN, TO WELCOME THEM INTO THE SCHOOLS WHEREVER THEY ARE TEMPORARILY LOCATED, AND IN EVERY WAY TO ENCOURAGE ENROLLMENT AND REGULAR ATTENDANCE DURING WHATEVER PERIOD A CHILD IS IN THE SCHOOL DISTRICT. INDEED, THE ACT REQUIRES SCHOOL AUTHORITIES TO ENFORCE ATTENDANCE OF MIGRANT CHILDREN DURING REGULAR TERMS IN THE SAME MANNER AS IS DONE WITH ALL OTHER STUDENTS. (GC)

ED002833
VOTERS AND THEIR SCHOOLS, AND COMMUNITIES AND THEIR SCHOOLS. ODELL, WILLIAM R.; AND OTHERS, 01DEC60, 578P.

A STUDY SURVEY WAS CONDUCTED TO DETERMINE WHETHER OR NOT VOTERS WOULD GIVE FINANCIAL SUPPORT TO EDUCATIONAL PROJECTS IF THEY WERE FULLY INFORMED OF NEEDS, AND WHETHER CURRENT COMMUNICATION TECHNIQUES WERE ADEQUATE IN EFFECTIVELY INFORMING THE PUBLIC OF SCHOOL NEEDS. SPECIFIC VOTER AND COMMUNITY CHARACTERISTICS WERE EXPLORED AS THEY RELATE TO EDUCATIONAL UNDERSTANDING. SUCH FACTORS AS SOCIOECONOMIC PROBLEMS, ATTITUDINAL AND BEHAVIORAL CHARACTERISTICS, COMMUNICATION TECHNIQUES, AND METHODS TO INCREASE LAY PARTICIPATION IN SCHOOL ACTIVITIES WERE INCLUDED. RESEARCH WAS CONDUCTED OVER A 3-YEAR PERIOD. THE FOLLOWING SURVEYS WERE MADE--(1) NEARLY 5,000 INTERVIEWS WITH REGISTERED VOTERS IN FIVE CITIES, (2) AN INTERVIEWING OF THE COMPLETE SCHOOL STAFF OF ONE SCHOOL DISTRICT (769 PERSONS), (3) PERSONAL INTERVIEWS WITH SCHOOL AND COMMUNITY LEADERS IN 82 SCHOOL DISTRICTS ACROSS THE COUNTRY, AND (4) A MAIL QUESTIONNAIRE SENT TO APPROXIMATELY 1,000 SCHOOL DISTRICTS IN THE UNITED STATES. SURVEY RESULTS INDICATED A SITUATION IN WHICH THE PUBLIC VIEWS SCHOOLS AS THE PRODUCERS OF A PRODUCT--THE TRAINED CHILD. IT WAS FOUND THAT SCHOOLS MUST FALL SHORT OF COMPLETE SATISFACTION, SOCIETY BEING AS COMPETITIVE AS IT IS AND PARENTS HAVING THE ASPIRATIONS THEY DO. CONCLUSIONS SHOW THAT PERSONS RESPONSIBLE FOR EDUCATIONAL INTERESTS AND LOCAL COMMUNITY LEADERS SHOULD STRIVE FOR GREATER UNDERSTANDING. WAYS TO ACHIEVE THEIR MUTUAL GOALS ARE SUMMARIZED. (JH)

ED002834
POPULATION TRENDS AND EDUCATIONAL CHANGE IN THE STATE OF WASHINGTON. MILLER, VINCENT A.; SCHMID, CALVIN F., 60, 159P.

THE IMPACT OF SOCIAL, ECONOMIC, AND POPULATION CHANGES IN THE STATE OF WASHINGTON WERE ANALYZED TO DETERMINE RELATIONSHIPS TO AND INFLUENCES UPON PUBLIC EDUCATIONAL TRENDS, ESPECIALLY WITH RESPECT TO PHYSICAL FACILITIES, CURRICULUMS, STAFF, FINANCES, AND ADMINISTRATION. FOR THE PURPOSE OF THIS STUDY, THE STATE WAS GROUPED INTO LOGICAL AND RELATIVELY HOMEGENEOUS TERRITORIAL COMPONENTS WHERE THE VARIOUS FACTORS IN EDUCATIONAL AND SCHOOL CHANGE WERE INVESTIGATED AS FUNCTIONAL RESPONSES TO OVERALL COMMUNITY NEEDS AND CHANGES. DATA WERE OBTAINED FROM CENSUS TRACT PUBLICATIONS AND TABULATIONS, PRIVATE AND PAROCHIAL REPORTS, OFFICIAL RECORDS, FILES, INTERVIEWS, AND OBSERVATION. EXTENSIVE USE WAS MADE OF GRAPHIC TECHNIQUES IN THE REPORT, FACILITATING AND SIMPLIFYING THE NUMEROUS STATISTICAL PRESENTATIONS. STUDY CONCLUSIONS PROVIDED AN UNDERSTANDING OF THE MORE SERIOUS PROBLEMS RELATING TO THE SCHOOLS IN THE STATE AND OF THE FORCES AND CONDITIONS PRODUCING THEM. (JH)

ED002842
DEVELOPMENT OF FISCAL RELATIONSHIPS OF STATE DEPARTMENTS OF EDUCATION. NOV60, 106P.

AN INSTRUMENT FOR INVESTIGATING THE FISCAL RELATIONSHIPS OF STATE DEPARTMENTS OF EDUCATION WAS DEVELOPED BY THE PROJECT STAFF, REVIEWED BY AN ADVISORY COMMITTEE AND CONSULTANTS IN SCHOOL FINANCE, AND TESTED IN FIVE STATES--ALABAMA, MAINE, MINNESOTA, PENNSYLVANIA, AND WASHINGTON. THE INSTRUMENT IS IN TWO PARTS--A DATA SHEET, AND A WORK SHEET. THE DATA SHEET IS A FOUR-PART QUESTIONNAIRE COVERING THE FOLLOWING SUBJECTS--(1) CONSTITUTIONAL PROVISIONS FOR EDUCATION, (2) CONSTITUTIONAL CONTROL OF EDUCATION, (3) AUTHORITIES AND RESPONSIBILITIES OF STATE BOARDS, AND (4) INTERNAL OPERATIONS OF THE STATE DEPARTMENT OF EDUCATION. THE WORK SHEET IS A NINE-PART QUESTIONNAIRE COVERING (1) BUDGET MAKING FOR THE STATE DEPARTMENT OF EDUCATION, (2) EXPENDITURES FROM BUDGET TERMS AT STATE DEPARTMENT LEVELS, (3) ALLOCATION OF MONEYS FROM THE STATE BUDGET TO LOCAL SCHOOL DISTRICTS, (4) STATE UNIVERSITIES AND COLLEGES, (5) KINDS OF BOOKKEEPING SYSTEMS IN USE, (6) INTERSTATE CONDITIONS AFFECTING OPERATION OF THE STATE DEPARTMENT, (7) EFFECT OF TRADITION ON STATE SCHOOL FINANCE, (8) THE STATE DEPARTMENT AND HIGHER EDUCATION, AND (9) PERSONNEL PRACTICES. SEPARATE REPORTS WERE PREPARED FOR, FURNISHED TO, AND COMPLETED BY THE FIVE STATES THAT PARTICIPATED IN THIS PROJECT. (GC)

ED002858
DETERMINING AN EFFECTIVE EDUCATIONAL PROGRAM FOR CHILDREN OF MIGRATORY WORKERS IN WISCONSIN (PHASE I). JAN61, 59P.

A SYSTEM OF PROVIDING EDUCATION FOR THE CHILDREN OF MIGRANT WORKERS OUTSIDE OF THEIR HOME COMMUNITIES WAS DESIGNED AND TESTED. THE OBJECTIVES WERE--(1) TO DEVELOP PROCEDURES TO PREDICT THE ARRIVAL OF SPECIFIC CHILDREN IN SPECIFIC AREAS AT SPECIFIC TIMES, (2) TO DEVELOP EDUCATIONAL PROGRAMS THAT ARE APPROPRIATE TO THE NEEDS OF MIGRANT CHILDREN, AND (3) TO DETERMINE WHETHER OR NOT SUCH PROGRAMS ARE FINANCIALLY FEASIBLE. A FACT-FINDING SURVEY WAS CONDUCTED TO OBTAIN INFORMATION ON THE NUMBER OF MIGRANT CHILDREN IN THE STATE, DATE OF ARRIVAL, LENGTH OF STAY, AND AREAS AND SCHOOL DISTRICTS AFFECTED. A FORM WAS DEVELOPED WHICH WAS SENT TO THE TEXAS EMPLOYMENT AGENCY SO THAT THE CREW LEADER WHO SIGNED THE LABOR CONTRACT FOR WORK IN WISCONSIN COULD LIST THE NAMES, HOME SCHOOL, AND OTHER DATA CONCERNING CHILDREN OF THE CREW. THESE FORMS WERE USED TO CLASSIFY CHILDREN BY TYPE OF HOME SCHOOL, AND A FORM SEEKING A SHORT EDUCATIONAL ASSESSMENT WAS SENT TO THE HOME SCHOOL. WHEN THE REGULAR ESTABLISHED PROGRAM WAS IN EXISTENCE, A REPORT OF ACTIVITIES IN A WISCONSIN MIGRANT SCHOOL WAS SENT TO THE HOME SCHOOL IN TEXAS. PREDICTIVE SCALES WERE DEVELOPED BASED UPON FINDINGS OF THE RESEARCH PHASE OF THE PROGRAM. THE FINDINGS RESULTED IN VERIFYING APPROXIMATELY 22 PERCENT OF THE MIGRANT CHILDREN WHICH WAS A SUFFICIENT NUMBER TO WARRANT PREDICTION FOR SCHOOL PURPOSES, AND WOULD IMPLY THE NEED FOR FIVE SPECIAL EDUCATIONAL CENTERS IN WISCONSIN. (GC)

ED002904
THE INCENTIVE APPROACH TO STATE SCHOOL ADMINISTRATION--CHANGE IN TWO PILOT CENTERS. 01JUN61, 94P.

THE OBJECTIVE WAS TO TEST THE CONCEPT THAT A STATE EDUCATION DEPARTMENT WHEN WORKING DEMOCRATICALLY WITH COUNTY AND LOCAL UNITS CAN PROVIDE SOCIALLY DESIRABLE GOALS. PROFESSIONALS OF THE STATE DEPARTMENT OF EDUCATION, PRINCI-

PALS, TEACHERS, PARENTS, AND PUPILS FROM TWO COUNTIES WERE GIVEN A BATTERY OF ADJUSTMENT AND VALUES INDEXES, A MEASURE OF ASSUMED SIMILARITY, AND A ROLE CONCEPT Q-SORT. THESE TESTS WERE GIVEN BEFORE 1959 AND AFTER 1961, WHICH WAS THE INTENSIVE PERIOD OF REORGANIZATION OF THE RELATIONSHIPS BETWEEN THE STATE DEPARTMENT AND LOWER LEVELS OF ADMINISTRATION. MASON AND DODDRIDGE COUNTIES WERE SELECTED FOR THE PILOT CENTERS. A REVIEW OF THE WORK IN THE TWO COUNTIES DURING THE STUDY SUGGESTED THAT, DUE TO MORE SYSTEMATIC EFFORTS, MORE CHANGES SHOULD BE FOUND IN MASON THAN IN DODDRIDGE. IN BOTH COUNTIES PRINCIPALS HAVE ASSERTED THEMSELVES AS LEADERS IN INSTRUCTION IMPROVEMENT. IT WAS ALSO BELIEVED THAT THIS CHANGE SHOULD BE REFLECTED MORE IN THE RESULTS IN THE TESTS GIVEN THE PRINCIPALS THAN IN THOSE GIVEN TEACHERS, PUPILS, OR PARENTS. HOWEVER, SIGNIFICANT CHANGE ALSO WAS EVIDENCED BY THE STUDENTS IN THE TWO COUNTIES, AGAIN MORE IN MASON THAN IN DODDRIDGE. IN THE COUNTY WHERE MORE SYSTEMATIC AND CONCERNED HELP WAS GIVEN, MORE CHANGE HAS BEEN ACHIEVED. (GC)

ED002914
FACILITIES AND EQUIPMENT AVAILABLE FOR TEACHING SCIENCE IN PUBLIC HIGH SCHOOLS, 1958-59. KOELSCHE, CHARLES L.; SOLBERG, ARCHIE N., 59, 80P.

SURVEYS WERE CONDUCTED TO DETERMINE THE AVAILABILITY OF HIGH SCHOOL SCIENCE FACILITIES AND EQUIPMENT IN SEVEN STATES. THIS WAS ACCOMPLISHED THROUGH PERSONAL INSPECTIONS BY A PROJECT COMMITTEE, USING CHECKLISTS OF APPROXIMATELY 850 SCHOOLS SELECTED AT RANDOM. AN ANALYSIS OF THE DATA WAS THEN MADE, AND SOME GENERAL IMPLICATIONS WERE SUGGESTED. COMBINATION CLASSROOMS AND MULTIPURPOSE LABORATORIES WERE DESIGNATED AS IDEAL FACILITIES FOR SCIENCE INSTRUCTION. MANY OF THE HIGH SCHOOLS SURVEYED, HOWEVER, WERE STILL USING REGULAR CLASSROOMS FOR TEACHING SCIENCE, AND OTHER SCHOOLS HAVING SCIENCE FACILITIES WERE INADEQUATELY EQUIPPED FOR EFFECTIVE INSTRUCTION. ROUGHLY ONE-HALF OF THE HIGH SCHOOLS LACKED ADEQUATE SPACE FOR LABORATORY WORK, AND ONE-THIRD LACKED PROPER SCIENCE EQUIPMENT STORAGE FACILITIES. IN ADDITION, ABOUT 55 PERCENT HAD ANNUAL BUDGETS FOR SCIENCE SUPPLIES AND EQUIPMENT, BUT MANY OF THESE FUNDS WERE OBVIOUSLY INADEQUATE. IT WAS DETERMINED THAT IN MANY SCHOOLS THESE CONDITIONS COULD BE RECTIFIED WITH SOME LONG-RANGE PLANNING FOR STEADY IMPROVEMENT IN THE VARIETY AND QUANTITY OF LABORATORY AND OTHER INSTRUCTIONAL EQUIPMENT, AND IN THE ENLARGEMENT AND MODERNIZATION OF INSTRUCTIONAL FACILITIES. THE SEVEN PARTICIPATING STATES WERE FLORIDA, ILLINOIS, MASSACHUSETTS, NORTH DAKOTA, OHIO, SOUTH CAROLINA, AND WISCONSIN. (JH)

ED002941
SCHOOL REVENUE SYSTEMS IN FIVE STATES. 31MAR61, 155P.

STATE-ADMINISTERED, EDUCATIONAL REVENUE SYSTEMS WERE COMPARED IN FIVE STATES TO SYSTEMS IN THE SAME STATES WHICH RELY GREATLY UPON LOCAL DISTRICT PROPERTY TAXES AND VOLUNTARY CONTRIBUTIONS FOR EDUCATIONAL EXPENSES. A PILOT SURVEY COVERED THE STATES OF CALIFORNIA, NEBRASKA, NEW JERSEY, WASHINGTON, AND WISCONSIN, AND WAS DESIGNED TO DETERMINE THE EFFECTIVENESS OF THEIR STATE AND LOCAL EDUCATIONAL FINANCE SYSTEMS IN MEETING THE FISCAL GOALS OF EQUALITY AND EXCELLENCE. THE FIRST PHASE OF THE PROJECT WAS CONCERNED WITH PROCESSES AND MECHANISMS FOR ALLOCATING RESOURCES TO LOCAL UNITS WITHIN THE INSTITUTION OF A STATE SCHOOL SYSTEM, REFERENCING PARTICULARLY THE CONDITIONS OF EQUITY IN ALLOCATION PROCEDURES. SECONDLY, SOME EXPLORATORY EFFORTS WERE DIRECTED TO--(1) THE RELATIONSHIP OF EDUCATIONAL EXPENDITURES IN ONE TIME PERIOD TO NATIONAL PRODUCTIVITY IN A SUBSEQUENT PERIOD, (2) THE EFFECT OF HIGH LEVELS OF ENROLLMENT IN NON-TAX-SUPPORTED SCHOOLS ON THE AVAILABILITY OF RESOURCES FOR PUBLIC SCHOOL SUPPORT, (3) THE EFFECT OF FISCAL DEPENDENCE OR INDEPENDENCE ON PUBLIC SCHOOL SUPPORT, AND (4) THE RELATIONSHIP BETWEEN THE WEALTH OF A DISTRICT AND THE WAY IN WHICH EXPENDITURES ARE DISTRIBUTED AMONG BUDGET LINE ITEMS. OVERALL, ABOUT 320 SEPARATE SCHOOL DISTRICTS WERE STUDIED. THE FINDINGS OF THIS STUDY WERE INCONCLUSIVE, AS ANALYTICAL CROSS-CORRELATIONS MADE FROM THE SURVEY RESULTS REVEALED VARIABLES IN ALMOST EVERY AREA OF EXPLORATION WHICH WARRANTED FURTHER RESEARCH. (JH)

ED002988
DEVELOPMENT OF A PROGRAM FOR MENTALLY RETARDED CHILDREN IN RURAL SCHOOLS, 1958-1959. ANNAS, PHILIP A.; AND OTHERS, 01SEP59, 104P.

THIS PROJECT WAS DEVELOPED TO SHOW WHAT EFFECT THE SERVICES OF A RESEARCH TEACHER FOR EDUCABLE MENTALLY RETARDED PUPILS 1 DAY A WEEK WOULD HAVE ON THE ACADEMIC ACHIEVEMENT AND SOCIAL MATURITY OF THESE CHILDREN AND TO DETERMINE IF SUCH A PROGRAM IS FINANCIALLY PRACTICABLE FOR RURAL COMMUNITIES. THE EFFECT OF SUCH A PROGRAM ON THE INSERVICE TRAINING OF REGULAR CLASSROOM TEACHERS WAS ALSO INVESTIGATED. PUPILS IN GRADES 1-8 IN 20 RURAL COMMUNITIES WERE GIVEN THE CALIFORNIA TEST OF MENTAL MATURITY AND 9 PERCENT OF THOSE TESTED APPEARED TO BE IN THE EDUCABLE MENTALLY RETARDED GROUP (50-75 IQ). THIS SMALLER GROUP WAS RETESTED USING THE STANFORD BINET TEST, FORM L, AND AS A RESULT 3.4 PERCENT OF THE ORIGINAL GROUP (APPROXIMATELY 90 STUDENTS) WERE CLASSIFIED AS EDUCABLE RETARDATES, CONFIRMING THEIR ELIGIBILITY FOR THE PROGRAM. THE COMMUNITIES WHERE THESE CHILDREN LIVED WERE DIVIDED IN HALF, ONE PART TO SERVE AS AN EXPERIMENTAL GROUP AND THE OTHER AS A CONTROL GROUP. TEACHERS WERE EMPLOYED TO SERVE THE FORMER GROUP 1 DAY A WEEK IN SPECIAL CLASSES AND TO HOLD CONFERENCES WITH REGULAR TEACHERS AND LEAVE MATERIALS WITH THEM FOR USE DURING THE REMAINDER OF THE SCHOOL WEEK. THE CONTROL GROUP HAD NO SPECIAL WORK. TEST SCORES OF THE SUBJECTS USING THE CALIFORNIA ACHIEVEMENT TEST, THE CORE ACHIEVEMENT TEST, AND THE ACHIEVEMENT RATING SCALE SHOWED SIGNIFICANT EXPERIMENTAL GROUP GAINS OVER THE CONTROL GROUP. FROM THE SUCCESSFUL RESULTS OF THIS PROJECT, A STATE PLAN WAS INITIATED PAYING 70 PERCENT OF SPECIAL TEACHER'S SALARY IN RURAL COMMUNITIES WITH FEWER THAN 300 PUPILS. IT WAS SUGGESTED THAT SIMILAR PROGRAMS BE SET UP IN OTHER RURAL AREAS TO VALIDATE THE FINDINGS OF THIS PROJECT. (JH)

ED002989
A STUDY OF THE SIZE-COST-ACHIEVEMENT RELATIONSHIPS IN THE REORGANIZED SCHOOL DISTRICTS OF WISCONSIN. 60, 174P.

THIS REPORT IS A DISSERTATION ON AN INVESTIGATION INTO THE NATURE OF THE RELATIONSHIPS OF THE SIZE-COST-ACHIEVEMENT FACTORS OF 39 REORGANIZED SCHOOL DISTRICTS OF WISCONSIN. THE AIM WAS TO IDENTIFY THE SIZE DISTRICT AND LEVEL OF EXPENDITURE WHICH PRODUCE THE GREATEST EDUCATIONAL RESULTS AND TO EVALUATE THE REORGANIZED DISTRICTS BY DETERMINING IF THEY ARE EFFECTIVELY USING THE SIZE FACTORS TO PRODUCE GREATER ACHIEVEMENT. THREE SIZE CATEGORIES BASED ON TOTAL ENROLLMENT--(1) OVER 800, (2) 400 TO 800, (3) LESS THAN 400--WERE USED AS SUBJECTS. COST DATA FROM ANNUAL REPORTS OF DISTRICTS, MEASURES OF ACHIEVEMENT FROM TEST RESULTS, AND STUDENT QUESTIONNAIRES WERE ANALYZED FOR THIS STUDY. THE CONCLUSIONS DRAWN WERE THAT THERE WAS AN INVERSE RELATIONSHIP BETWEEN THE PER PUPIL COSTS AND THE SIZE OF THE SCHOOL. THUS, SMALLER SCHOOLS WOULD BENEFIT BY CONSOLIDATION AND OFFER A BETTER EDUCATIONAL PROGRAM AT A SAVING PER PUPIL. NO SIGNIFICANT DIFFERENCES IN ACHIEVEMENTS OF READING AND MATHEMATICS APPEARED IN SIZE CATEGORIES. BECAUSE OF THE INCONSISTENCY OF THE COST-ACHIEVEMENT RELATIONSHIP FURTHER STUDY IS RECOMMENDED. (GC)

ED003019
SPILLOVER OF PUBLIC EDUCATION COSTS AND BENEFITS, PART 1--BENEFITS. AUG63, 202P.

THE STUDY DEALT WITH THE BENEFITS FROM PUBLIC EDUCATION TO PEOPLE OTHER THAN STUDENTS AND THEIR PARENTS. THE INVESTIGATION WAS A THEORETICAL ANALYSIS OF THE ECONOMICS OF PUBLIC EDUCATION. THE SCOPE OF THE STUDY INCLUDED (1) METHODOLOGICAL AND CONCEPTUAL ISSUES, (2) SOCIAL BENEFITS FROM PUBLIC EDUCATION, AND (3) PARTICULAR BENEFITS AND THEIR EXTERNAL COMPONENTS. CLAYTON, MISSOURI, WAS USED AS THE COMMUNITY TO WHICH A MULTIPLE REGRESSION MODEL OF THE DETERMINANTS OF EDUCATION EXPENDITURES WAS APPLIED. THIS MODEL DEMONSTRATED THAT EXPENDITURES PER STUDENT ARE NEGATIVELY CORRELATED WITH THE DEGREE OF SPILLOVER. THE RESEARCHERS FOUND THAT THE EFFECTS OF LOCAL DECISIONS CONCERNED WITH PUBLIC PRIMARY AND SECONDARY EDUCATION PERMEATE THE ENTIRE SOCIETY. FINDINGS HAVE ALSO SUGGESTED THAT ANALYSIS OF THE NATURE, MAGNITUDE, AND DISTRIBUTION OF BENEFITS FROM PUBLIC EDUCATION MAY PROVIDE AN EXPLANATION FOR A VARIETY OF ASPECTS OF PUBLIC BEHAVIOR INVOLVING EDUCATION. (WB)

ED003020
SPILLOVER OF PUBLIC EDUCATION COSTS AND BENEFITS, PART 2--COSTS (TITLE SUPPLIED). HIRSCH, WERNER Z.; AND OTHERS, AUG64, 484P.

THIS STUDY DEVELOPED AN INTEGRATED FRAMEWORK FOR THE ANALYSIS OF SPATIAL SPILLOVERS, HAND-IN-HAND WITH A SYSTEMATIC APPROACH TO THE CONCEPTS OF COSTS AND BENEFITS ARISING FROM PUBLIC SUPPORT OF PRIMARY AND SECONDARY EDUCATION. EMPHASIS WAS ON WAYS IN WHICH SPILLOVERS MAY AFFECT LOCAL DECISION-MAKING. ABSTRACT CONCEPTS WERE DEVELOPED AND APPLIED TO THE CLAYTON, MISSOURI, SCHOOL DISTRICT. ANALYSIS WAS MADE OF THE COMMUNITY COST SPILLOVERS OF THE SCHOOL DISTRICT WITH A GENERAL FRAMEWORK BEING DEVELOPED FOR COST SPILLOVER ANALYSIS. EACH OF THE SPILLOVERS OF COMMUNITY COST IS DISCUSSED IN DETAIL AND ANALYZED IN RELATION TO (1) LOCAL FINANCING THROUGH PROPERTY TAXATION, (2) FINANCING THROUGH STATE PERSONAL INCOME TAXES, AND (3) FINANCING THROUGH RETAIL SALES AND EXCISE TAXES. METHODS WERE DEVELOPED AND DISCUSSED FOR ANALYSIS OF IMPUTED OPERATING COSTS AND CAPITAL COSTS. CASE STUDY FINDINGS WERE THEN INTEGRATED WITH INTERCOMMUNITY COST SPILLOVER. THE LATTER PART OF THE STUDY DISCUSSED THE BENEFICIAL SIDE TO EDUCATION. SPECIFICALLY IDENTIFIED WERE THE MAJOR BENEFITS AND KEY CONCEPTS IN RELATION TO SPATIAL SPILLOVER MECHANISMS, SUCH AS MIGRATION AND FISCAL INTERDEPENDENCE. ALSO, BENEFIT SPILLOVERS WERE DISCUSSED IN THE FORM OF STUDENTS' INCREMENTAL EARNINGS AND OF THE CHILDCARE VALUE OF PUBLIC EDUCATION. A FRAMEWORK WAS DEVELOPED WITHIN WHICH INTERCOMMUNITY COST AND BENEFIT SPILLOVER ANALYSIS CAN BE CARRIED OUT IN AN INTEGRATED MANNER. FINALLY, THE INVESTIGATORS EXAMINED SOME OF THE POLICY IMPLICATIONS OF THE ANALYSIS FOR LOCAL, STATE, AND FEDERAL GOVERNMENTS. (HB)

ED003130
A SURVEY OF VISUAL AIDS IN SCHOOLS AND CLASSES FOR THE DEAF IN THE UNITED STATES. KUBIS, JOHN J.; SCHEIN, JEROME D., OCT62, 108P.

INFORMATION CONCERNING VISUAL PRESENTATION DEVICES, THEIR USE IN THE EDUCATION OF THE DEAF, AND THEIR SPECIAL PROBLEMS WERE SURVEYED. QUESTIONNAIRES WERE SENT TO ALL SCHOOLS AND CLASSES FOR THE DEAF IN THE UNITED STATES DURING THE FALL SEMESTER OF 1961-62. THE RESPONSE WAS 55.9 PERCENT OF THE QUESTIONNAIRES MAILED. INTERVIEWS WERE HELD WITH A NUMBER OF SUPERINTENDENTS AND OTHER ADMINISTRATORS. PROGRAMS WERE RATED AND RESPONSES CODED TO ASSESS AND VALIDATE THE DATA RECEIVED. THE DATA REPRESENTED 73 PERCENT OF THE ENROLLED DEAF STUDENTS. THE SCHOOLS AND CLASSES WERE FOUND TO HAVE ADEQUATE FACILITIES AND FEW COMPLAINTS ON BUDGETS. VISUAL AID MATERIALS WERE SHOWN TO BE A PROBLEM AND SOMEWHAT SCARCE. ALSO, TEACHER TRAINING DESERVED CONSIDERATION FOR INSTRUCTION ON USE OF VISUAL AIDS. SUGGESTED APPROACHES TO THESE PROBLEMS ARE THAT WORKSHOPS BE PLANNED AND SUPPORT FOR BETTER MATERIALS BE REQUESTED. (RS)

ED003140
A SURVEY OF TELEVISION EQUIPMENT AND FACILITIES USED FOR PURPOSES OF INSTRUCTION BY PUBLIC SCHOOLS, COLLEGES, AND UNIVERSITIES. BRUGGER, JOHN R.; AND OTHERS, 60, 285P.

AN EXTENSIVE SURVEY WAS MADE OF EDUCATIONAL TELEVISION EQUIPMENT AND FACILITIES USED BY PUBLIC SCHOOLS, COLLEGES, AND UNIVERSITIES. A CRITIQUE IS INCLUDED IN THE SURVEY REPORT DESCRIBING HOW EFFECTIVE 56 INSTITUTIONS ARE IN USING THE MEDIUM. NEAR THE END OF THE STUDY, A CONFERENCE WAS HELD (1960) AT HAGERSTOWN, MARYLAND, TO DRAW UPON PROFESSIONAL KNOWLEDGE AND EXPERIENCE OF WELL-KNOWN EXPERTS IN THE FIELD OF EDUCATIONAL TELEVISION. THE REPORT INCLUDES A COMPLETE TEXT OF THE CONFERENCE TRANSCRIBED FROM A TAPE RECORDING. ALSO INCLUDED IN THE REPORT ARE RECOMMENDED STANDARDS FOR KINESCOPE RECORDINGS, TELEVISION STUDIO EQUIPMENT AND VIDEOTAPE RECORDINGS, AND A LISTING OF MANUFACTURERS OF TELEVISION EQUIPMENT. THE STUDY HAS BROUGHT TOGETHER THE VARIOUS ELEMENTS RELATING TO A TELEVISION OPERATION--THE EQUIPMENT, METHODS, AND PERSONNEL. (JC)

ED003154
A LEARNING RESOURCES CENTER FOR THE U.S. VIRGIN ISLANDS, A FEASIBILITY STUDY. ROBINSON, THOMAS P.; STEWART, DAVID C., APR64, 44P.

A STUDY OF VIRGIN ISLAND EDUCATION HAS ESTABLISHED THE FEASIBILITY OF DEVELOPING A LEARNING RESOURCES CENTER LOCATED AT THE COLLEGE OF THE VIRGIN ISLANDS. THE CAPABILITIES OF THE LEARNING RESOURCES CENTER WERE DEFINED, INCLUDING SELECTION AND DISTRIBUTION AS WELL AS LOCAL PREPARATION AND PRODUCTION OF MATERIALS FOR FORMAL OR INFORMAL EDUCATION AND SERVICES. A 3-YEAR DEVELOPMENT PLAN AND 2-YEAR BUDGET WERE PREPARED FOR FACILITIES, EQUIPMENT, AND STAFF. RECOMMENDATIONS INCLUDED ESTABLISHING TWO SUBCENTERS IN PUBLIC SCHOOLS TO STRENGTHEN THE RELATIONSHIP BETWEEN TEACHER TRAINING AT THE COLLEGE AND USE OF NEW MEDIA BY TEACHERS IN THE SCHOOLS. (JM)

ED003159
NORTHWEST CONFERENCE ON TELEVISION IN EDUCATION, APRIL 23-24, 1962. APR62, 45P.

A CONFERENCE WAS HELD (1) TO ENCOURAGE COOPERATIVE PLANNING BY KEY REPRESENTATIVES OF EDUCATION AND STATE GOVERNMENTS FOR THE BEST USE OF EDUCATIONAL TELEVISION IN THE FOUR NORTHWEST STATES OF IDAHO, MONTANA, OREGON, AND WASHINGTON, AND (2) TO HELP MAKE POSSIBLE THE INFORMED USE OF FEDERAL MATCHING GRANTS FOR CONSTRUCTION OF EDUCATION TELEVISION FACILITIES. PAPERS WERE PRESENTED ON (1) THE ROLE OF TELEVISION IN EDUCATION, (2) THE DEVELOPMENT OF EDUCATIONAL TELEVISION IN THE U.S., (3) FEDERAL ASSISTANCE TO EDUCATIONAL TELEVISION, (4) ETV IN THE NORTHWEST, AND (5) REPORTS OF STATE DISCUSSION GROUPS. (HB)

ED003161
THE REPORT OF A STUDY ON THE LONG-RANGE FINANCING OF EDUCATIONAL TELEVISION STATIONS. APR65, 197P.

DATA WERE COLLECTED AND ANALYZED CONCERNING THE FINANCIAL PRACTICES OF EDUCATIONAL TELEVISION (ETV) STATIONS. A TOTAL OF 95 ETV STATIONS PARTICIPATED IN A QUESTIONNAIRE SURVEY DESIGNED TO ESTABLISH PATTERNS RELATIVE TO TIME ON THE AIR, PROGRAMING EMPHASIS, EMPLOYMENT INVESTMENTS, INCOME, EXPENSES, AND OTHER FINANCIAL FACTORS. PRIOR TO THE FINANCIAL ANALYSIS, THIS REPORT PRESENTS A BACKGROUND REVIEW OF--(1) THE NATIONAL DEFENSE EDUCATION ACT, (2) THE ETV FACILITIES ACT, (3) THE NATIONAL EDUCATION TELEVISION AND RADIO CENTER, (4) REGIONAL NETWORKS AND EXCHANGE LIBRARIES, AND (5) THE EDUCATIONAL TELEVISION STATIONS DIVISION OF NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS (NAEB). THE REPORT HIGHLIGHTS A NATIONAL CONFERENCE, HELD IN WASHINGTON, WHICH WAS ATTENDED BY MORE THAN 260 PEOPLE REPRESENTING EVERY ETV STATION IN THE COUNTRY. THE CONCLUSIONS AND RECOMMENDATIONS OF THE CONFERENCE WERE PRESENTED. SOME OF THE ITEMS INCLUDED WERE--(1) THE FUTURE ROLE OF THE NET, (2) THE NEED FOR NATIONAL TV LIBRARIES, (3) THE USE OF AN NEED FOR FUNDS, (4) SUBSCRIPTION TV, (5) ENDOWMENTS, AND (6) ADVISORY COMMITTEES. (JC)

ED003262
LEGAL PROBLEMS IN THE ADMINISTRATION OF EDUCATION BY EDUCATIONAL AND NONEDUCATIONAL GOVERNMENT AGENCIES. 64, 178P.

THE INTERGOVERNMENTAL CONTROLS THROUGH WHICH PUBLIC EDUCATION IS ADMINISTERED IN THE UNITED STATES WERE ANALYZED DURING THE STUDY. THIS WAS ACCOMPLISHED BY APPLYING THE PROCEDURES OF LEGAL RESEARCH TO AN EXAMINATION OF THE PROVISIONS GOVERNING EDUCATION AS FOUND IN THE STATUTES, COURT DECISIONS, RULINGS AND REGULATIONS OF GOVERNMENTAL AGENCIES, AND RELATED MATERIALS. THE RESULTS OF THE STUDY ARE PRESENTED UNDER FOUR GENERAL HEADINGS--(1) THE LEGAL ORGANIZATION OF THE AMERICAN SCHOOL SYSTEM, (2) THE FINANCIAL ADMINISTRATION OF SCHOOLS, (3) THE ADMINISTRATION OF THE SCHOOL PLANT, AND (4) INTERGOVERNMENTAL ADMINISTRATION OF SCHOOLS BY SPECIAL AGENCIES. MAJOR CONCLUSIONS OF THIS STUDY INCLUDE--(1) THE FUNCTIONS OF GOVERNMENT ARE SOMETIMES PERFORMED THROUGH THE ACTIVITIES OF TWO OR MORE AGENCIES, (2) PROVISIONS FOR THE INTERGOVERNMENTAL CONTROL OF EDUCATION HAVE HAD VARIABLE EFFECTIVENESS UNDER DIFFERING SOCIAL CONDITIONS, (3) THE GROWING BODY OF LEGISLATIVE ENACTMENTS INDICATES A TREND FROM THE TRADITIONAL DEPENDENCE UPON LOCAL GOVERNMENT TOWARD THE CENTRALIZATION OF CERTAIN ASPECTS OF EDUCATIONAL GOVERNMENT, AND (4) THE EVIDENCE EXAMINED IN THE PRESENT STUDY INDICATES THAT THERE MAY BE MORE RATHER THAN LESS INTERGOVERNMENTAL CONTROL OF PUBLIC EDUCATION WITH THE PASSAGE OF TIME. (WB)

ED003665
LAW AND THE NON-PUBLIC SCHOOL. AUG64, 369P.

THIS DISSERTATION SHOWED THE LEGAL STATUS OF NONPUBLIC SCHOOLS IN THE UNITED STATES. CONCLUSIONS WERE REACHED ON SEVERAL TOPICS BASED UPON A STUDY OF (1) BACKGROUND LITERATURE AND RELATED RESEARCH, (2) THE CONSTITUTIONS AND STATUTES OF THE 50 STATES, AND (3) RELATED COURT DECISIONS. (LP)

ED003691
INDEX OF TEXTBOOK PRICES. GOLDSTEIN, HAROLD; AND OTHERS, 65, 27P.

THE RISE IN COSTS OF TEXTBOOKS AND RELATED EDUCATIONAL MATERIALS WAS STUDIED TO PROVIDE INFORMATION WHICH WOULD ASSIST EDUCATION AUTHORITIES IN THE PREPARATION OF INSTITUTIONAL BUDGETS. THE STUDY WAS STRUCTURED INTO (1) ELEMENTARY-SECONDARY SCHOOL TEXTS AND RELATED MATERIALS AND (2) COLLEGE LEVEL TEXTS AND RELATED MATERIALS. DATA WERE OBTAINED FROM THE GUIDE "TEXTBOOKS IN PRINT" AND ARRANGED BY (1) THE SUBJECT DIVISIONS USED IN THE GUIDE, (2) THE GRADE LEVEL, AND (3) THE FORM OF MATERIAL. THE THREE GROUPINGS WERE THEN CODED AND KEYPUNCHED FOR TABULATION. ANALYSES INDICATED WHILE SCHOOL TEXTBOOKS AT ALL LEVELS HAD RISEN IN COST, THE RISE WAS LESS THAN THAT REVEALED IN THE STUDY OF GENERAL PUBLICATIONS WHICH APPEARED IN "THE COST OF LIBRARY MATERIALS," 1961. ALSO, THE FIELDS OF SCIENCE, SOCIAL SCIENCE, MATHEMATICS, AND APPLIED SCIENCE REFLECTED THE HIGHEST PRICE RISE. (RS)

ED003725
MATERIALS LIST FOR USE BY TEACHERS OF MODERN FOREIGN LANGUAGES. 59, 92P.

THIS INSTRUCTIONAL MATERIALS GUIDE LISTS TITLES AND SOURCES OF 1,717 ITEMS FOR MODERN FOREIGN LANGUAGE CLASSES IN ELEMENTARY AND SECONDARY SCHOOLS, WITH PERTINENT INFORMATION ABOUT THEIR PURPOSE AND SUITABILITY FOR VARIOUS LEVELS OF INSTRUCTION. PUBLISHERS AND PRICES ARE IDENTIFIED ALSO. THE LIST IS CLASSIFIED IN THREE MAJOR CATEGORIES--(1) LANGUAGE DIVISIONS, (2) GRADE LEVELS, AND (3) CATEGORIES OF MATERIALS. THE LANGUAGE DIVISIONS INCLUDE FRENCH, GERMAN, ITALIAN, RUSSIAN, AND SPANISH. THE MATERIAL CATEGORIES ARE "BOOKS" (METHODOLOGY, CULTURE AND CIVILIZATION, DICTIONARIES, LANGUAGE CONVERSATIONS, READERS, SONGS, DANCES, GAMES, AND PLAYS), "AUDIO AIDS" (LANGUAGE RECORDS, MUSIC RECORDS, TAPES), "VISUAL AIDS" (FILMS, FILMSTRIPS, AND SLIDES), "PERIODICALS" (JOURNALS, MAGAZINES, AND NEWSPAPERS), "MAPS," "CALENDARS," "PICTURES," "GAME MATERIALS," AND "MISCELLANEOUS." ITEMS ARE CLASSIFIED AT THE LOWEST GRADE LEVEL AT WHICH THEIR USE IS RECOMMENDED. IN ADDITION, SOME ITEMS ARE LISTED AS APPLICABLE TO "ALL LANGUAGES" AND "ALL GRADES." (JH)

ED003763
THE TITLE VII RESEARCH SEMINAR, APRIL 11-13, 1960, UNIVERSITY OF COLORADO. GOOD, LEROY V.; KIEFFER, ROBERT DE, 60, 157P.

IN NOVEMBER 1959, REPRESENTATIVES OF 12 STATES IN THE ROCKY MOUNTAIN PLAINS REGION ASSEMBLED IN BOULDER, COLORADO, TO PARTICIPATED IN A 3-DAY RESEARCH SEMINAR ON TITLE VII OF THE NATIONAL DEFENSE EDUCATION ACT. (TITLE VII COVERS RESEARCH AND EXPERIMENTAL ACTIVITIES FOR MORE EFFECTIVE UTILIZATION OF TELEVISION, RADIO, MOTION PICTURES, AND RELATED MEDIA FOR EDUCATIONAL PURPOSES.) DISCUSSIONS WERE CENTERED AROUND THREE MAJOR TOPICS--(1) CONDUCTING RESEARCH IN THE MASS MEDIA, (2) DISSEMINATING RESEARCH FINDINGS, AND (3) UTILIZING EFFECTIVE PRACTICES PROVEN BY RESEARCH. RESEARCH WAS CONSIDERED AT ALL EDUCATIONAL LEVELS FROM KINDERGARTEN THROUGH ADULT EDUCATION. THIS REPORT INCLUDES THE TEXTS OF THE

PROFESSIONAL DELIBERATIONS DURING THE SEMINAR AND THE INDIVIDUAL PLANS OF ACTION FORMULATED BY THE VARIOUS STATE GROUPS. (JH)

ED003767
FINDINGS AND DISCUSSIONS ON STATE LAWS DEALING WITH THE USE OF AUDIOVISUAL INSTRUCTIONAL AIDS IN THE PUBLIC ELEMENTARY AND SECONDARY SCHOOLS, VOLUME I--ALABAMA - MISSOURI. 31JUL62, 812P.

THIS IS VOLUME I IN A COMPILATION OF STATE LAWS ON THE USE OF AUDIOVISUAL INSTRUCTIONAL AIDS IN THE PUBLIC SCHOOLS. (LP)

ED003799
THE ECONOMICS OF EDUCATIONAL TELEVISION, A REPORT ON THE NATIONAL CONFERENCE HELD AT BRANDEIS UNIVERSITY, MAY 23-26, 1963. AUG64, 196P.

PARTICIPANTS IN THE NATIONAL CONFERENCE ON ETV HELD AT BRANDEIS UNIVERSITY IN 1963 WERE AGREED THAT ETV'S PROMISE IS MORE ANTICIPATED THAN ACHIEVED AND THAT ITS BUILT-IN ECONOMIC PROBLEMS MUST BE MET AND OVERCOME BEFORE REAL ACHIEVEMENT WILL BE POSSIBLE. PROBLEMS DISCUSSED DURING THE CONFERENCE INCLUDED COSTS, CAPITAL INVESTMENT, AND UNIONS. CONCLUSIONS AND RECOMMENDATIONS WERE THAT (1) TEACHERS SHOULD RECEIVE SPECIAL TRAINING IN INSTITUTIONAL TELEVISION USE, (2) EXTENSIVE RESEARCH SHOULD BE CONDUCTED INTO WHAT CONSTITUTES A GOOD INSTRUCTIONAL TELEVISION PROGRAM--IN TEACHING TECHNIQUES AND SUBJECT MATTER, AND (3) SCHOOL SYSTEMS SHOULD CARRY THE MAJOR ECONOMIC BURDEN OF INSTRUCTIONAL TELEVISION. (LP)

ED003823
SOCIAL AND ECONOMIC CHARACTERISTICS OF THE COLLEGE POPULATION AND OTHERS WITH SOME COLLEGE TRAINING. ADAMS, WALTER; JAFFE, A.J., 65, 53P.

RESEARCH WAS DIRECTED TOWARD ANSWERING THE FOLLOWING THREE QUESTIONS--(1) WHO IS NOT GOING TO COLLEGE AND WHO IS LIKELY TO GO IN THE FUTURE, (2) WHAT MAY BE THE COLLEGE ENROLLMENT BY 1975, AND (3) TO WHAT EXTENT DOES MODERN TECHNOLOGY REQUIRE INCREASED EDUCATION ON THE PART OF THE WORKERS. ALL ANALYSES WERE BASED ON DATA ALREADY COLLECTED BY THE U.S. CENSUS BUREAU, THE OFFICE OF EDUCATION, OR PRIVATE SURVEY FILMS. THE DATA WERE ANALYZED USING REGULAR DEMOGRAPHIC METHODS (AS DESCRIBED IN A.J. JAFFE, "HANDBOOK OF STATISTICAL METHODS FOR DEMOGRAPHERS"). CONSIDERABLE USE WAS MADE OF THE 1960 CENSUS OF POPULATION, ESPECIALLY THE VOLUME, "EDUCATIONAL ATTAINMENT," AND THE ONE-IN-A-THOUSAND TAPE (SOLD BY THE CENSUS BUREAU) WHICH WAS TABULATED ON A COMPUTER. MAJOR CONCLUSIONS WERE--(1) BY 1975, THE ANNUAL ENROLLMENT OF HIGH SCHOOL GRADUATES COULD BE ABOUT 3 MILLION, FIRST-TIME STUDENTS ENROLLED IN 4-YEAR COLLEGES ABOUT 1.1 MILLION, AND TOTAL ENROLLMENT IN 4-YEAR COLLEGES ABOUT 5 MILLION, (2) IT IS DIFFICULT, IF NOT IMPOSSIBLE, TO ESTIMATE 1975 ENROLLMENT IN 2-YEAR INSTITUTIONS BECAUSE OF THEIR OPEN DOOR POLICY, (3) TECHNOLOGICAL CHANGE DOES NOT AUTOMATICALLY REQUIRE WORKERS TO HAVE ADDITIONAL FORMAL SCHOOLING, AND (4) GRADUATION FROM HIGH SCHOOL WILL NOT AUTOMATICALLY GUARANTEE EMPLOYMENT FOR JOB SEEKERS WHEN JOB SHORTAGES EXIST. (JC)

ED003839
STATE SCHOOL SUPPORT AND MUNICIPAL GOVERNMENT COSTS. 64, 139P.

A LOCAL TAX ALLOCATION CORRECTION FACTOR WAS DEVELOPED AND EVALUATED FOR APPORTIONMENT OF STATE SCHOOL FUNDS. THE PILOT STUDY WAS BASED ON A PAPER PRESENTED TO THE SIXTH NATIONAL CONFERENCE ON SCHOOL FINANCE (SPONSORED BY THE NATIONAL EDUCATION ASSOCIATION). IN THE FIRST PHASE OF THE STUDY, A STATISTICAL METHOD FOR ALLOCATING LOCAL PROPERTY TAX RESOURCES BETWEEN PUBLIC SCHOOLS AND OTHER LOCAL GOVERNMENTAL SERVICES WAS DEVELOPED. BY USING THIS METHOD, A CORRECTION FACTOR WAS DERIVED FOR USE IN COMPUTING STATE SUPPORT FOR LOCAL SCHOOL SYSTEMS. IN THE SECOND PHASE OF THE STUDY, DATA WERE OBTAINED AND CORRECTION FACTORS COMPUTED FOR ALL U.S. CITIES OF 50,000 OR MORE POPULATION AND FOR COUNTIES IN SELECTED STATES. IN THE THIRD PHASE OF THE STUDY, CORRECTION FACTORS WERE APPLIED TO THE APPORTIONMENT OF SCHOOL FUNDS IN CALIFORNIA, FLORIDA, ILLINOIS, AND NEW YORK. THE PURPOSE OF THESE APPLICATIONS WAS TO DETERMINE HOW MUCH CHANGE WOULD HAVE OCCURRED IF THE CORRECTION FACTOR HAD BEEN USED IN THE APPORTIONMENT OF STATE SCHOOL FUNDS, AND TO ASSESS THE IMPACT OF THESE CHANGES. IT WAS FOUND THAT THE CORRECTION FACTOR TENDED TO PROVIDE RELIEF PRIMARILY FOR LARGE CITIES. FINDINGS DID NOT INDICATE THAT THE CORRECTION FACTOR SHOULD BE USED GENERALLY IN STATE SCHOOL SUPPORT PROGRAMS. PRACTICAL DIFFICULTIES WHICH WOULD BE ENCOUNTERED IN IMPLEMENTATION WERE DISCUSSED. (JM)

ED003949
A SURVEY OF LANGUAGE SCHOOLS NOT UNDER ACADEMIC AUSPICES. NOV61,

A SURVEY WAS CONDUCTED OF 93 SCHOOLS WHICH OFFERED FOREIGN-LANGUAGE INSTRUCTION IN 10 MAJOR CITIES. THESE SCHOOLS WERE SELF-SUPPORTING AND NOT INCLUDED IN SUCH ACADEMIC CATEGORIES AS COLLEGES, PUBLIC HIGH SCHOOLS, AND PRIVATE PREPARATORY SCHOOLS. INFORMATION ON THE STUDY OF LANGUAGES FOREIGN TO AMERICANS WERE GATHERED BY INTERVIEWS WITH EACH SCHOOL, AND THE INVESTIGATION WAS CONCERNED WITH ENROLLMENTS, CLASS SIZE, METHODS OF INSTRUCTION, AUDIOLINGUAL AIDS, AGE AND TYPES OF STUDENTS, AND SCHOOL AND TEACHING STAFF. THE FINDINGS INDICATED THAT--(1) ENROLLMENT HAD INCREASED BETWEEN 1955 AND 1960, (2) SPANISH, FRENCH, GERMAN, RUSSIAN, AND ITALIAN WERE THE MAIN LANGUAGES TAUGHT, AND (3) EASTERN STATES ENROLLMENT WAS LARGER THAN THE COMBINED ENROLLMENT OF THE SCHOOLS FROM OTHER REGIONS. (RS)

ED003952
FOREIGN LANGUAGES IN THE ELEMENTARY SCHOOLS OF THE UNITED STATES 1959-1960. NOV61,

A NATIONAL SURVEY WAS CONDUCTED TO DETERMINE ENROLLMENTS IN MODERN LANGUAGE COURSES OFFERED IN ELEMENTARY SCHOOLS. THE REPORT WAS DIVIDED INTO THREE PARTS -- ENROLLMENTS IN THE PUBLIC SCHOOLS, ENROLLMENTS IN THE INDEPENDENT SCHOOLS, AND ENROLLMENTS IN THE LABORATORY SCHOOLS. AN ADDENDUM WHICH GAVE 1959-60 FOREIGN LANGUAGE ENROLLMENTS IN ELEMENTARY SCHOOLS FOR CATHOLIC AND LUTHERAN SCHOOLS AND WHICH LISTED REGULAR AND TELEVISED PROGRAMS WAS INCLUDED. THE FINDINGS INDICATED THAT 1,227,006 STUDENTS HAD LANGUAGE INSTRUCTION IN THE ELEMENTARY SCHOOLS IN 1959-60. A GENERAL INCREASE WAS EVIDENT AMONG PUBLIC, NONPUBLIC, INDEPENDENT, AND LABORATORY SCHOOL LANGUAGE ENROLLMENTS. REPORTS IN THIS SERIES ARE ED 003 940 THROUGH ED 003 960. (RS)

ED003953
FOREIGN LANGUAGE OFFERINGS AND ENROLLMENTS IN PUBLIC SECONDARY SCHOOLS, FALL 1959. NOV61,

A NATIONAL SURVEY WAS CONDUCTED OF MODERN LANGUAGE OFFERINGS AND ENROLLMENTS IN PUBLIC SECONDARY SCHOOLS. DATA FOR THIS SURVEY WERE PROVIDED BY STATE LANGUAGE CONSULTANTS, STATISTICIANS, AND DIRECTORS AND SUPERVISORS OF SECONDARY EDUCATION. DISCUSSIONS INCLUDED (1) NATIONAL ENROLLMENTS, (2) THE NDEA AND MODERN LANGUAGES, (3) SUMMARY TABLES ANALYSIS, (4) INDIVIDUAL ENROLLMENTS, (5) DISTRIBUTION BY STATES, AND (6) LANGUAGE ENROLLMENTS IN THE SEVENTH AND EIGHTH GRADES. THE FINDINGS INDICATED THAT (1) 2,200,000 STUDENTS WERE ENROLLED IN LANGUAGE COURSES IN 1959 AND (2) SIGNIFICANT INCREASES IN VARIOUS ASPECTS OF STUDENT ENROLLMENT RATES WERE SHOWN. REPORTS IN THIS SERIES ARE ED 003 940 THROUGH ED 003 960. (RS)

ED003954
FOREIGN LANGUAGES IN INDEPENDENT SECONDARY SCHOOLS, FALL 1959. NOV61,

A SURVEY WAS CONDUCTED OF LANGUAGE ENROLLMENTS OF 1,278 INDEPENDENT SECONDARY SCHOOLS WHICH (1) OFFERED INSTRUCTION LEADING TO GRADUATION FROM SECONDARY SCHOOL AND (2) OFFERED A COURSE IN A LANGUAGE IN GRADES 9-12. THE DISCUSSION OF THE REPORT COVERED SUMMARY OF DATA AND ANALYSIS OF STATISTICAL TABLES. THE FINDINGS INDICATED THAT ENROLLMENTS IN LATIN AND A MODERN LANGUAGE FORMED THE COMMON PATTERN, WITH LATIN ACCOUNTING FOR 46.5 PERCENT OF THE LANGUAGE TOTALS. REPORTS IN THIS SERIES ARE ED 003 940 THROUGH ED 003 960. (RS)

ED010028
DETERMINANTS OF EDUCATIONAL EXPENDITURES IN LARGE CITIES OF THE UNITED STATES. JAMES, H. THOMAS; AND OTHERS, 66,

THIS REPORT IS A STUDY OF THE PROCESSES BY WHICH MONEY IS ALLOCATED TO THE SUPPORT OF EDUCATIONAL SERVICES IN THE PUBLIC SCHOOLS IN LARGE CITIES OF THE UNITED STATES. IMPLICIT IN THE RATIONALE ARE THE ASSUMPTIONS THAT RESOURCES AVAILABLE FOR THE SUPPORT OF PUBLIC EDUCATION ARE RARELY SUFFICIENT TO SATISFY ALL THE DEMANDS MADE UPON THEM, AND THAT DETERMINATIONS ABOUT THE LEVEL OF PUBLIC SCHOOL FINANCIAL SUPPORT ARE ALMOST ALWAYS MADE IN COMPETITIVE SITUATIONS. THE RATIONALE POSTULATES THREE MAJOR DETERMINANTS OF EDUCATIONAL EXPENDITURES IN THE PUBLIC SPHERE--(1) A SET OF SHARED EXPECTATIONS FOR EDUCATIONAL SERVICES, (2) THE AVAILABILITY OF WEALTH FROM WHICH FUNDS FOR SCHOOLS CAN BE ALLOCATED, AND (3) A POLITICAL SYSTEM THAT ALLOWS THE EXPRESSION OF DEMANDS AND ACCESS TO THE ABILITY. THE SAMPLE FOR THE STUDY COMPRISED 107 OF THE 119 LARGEST SCHOOL DISTRICTS IN THE U.S. IN 1960. THE DISTRIBUTION IN ADA RANGED FROM APPROXIMATELY 20,000 TO 1,000,000 STUDENTS. THE 107 DISTRICTS WERE LOCATED IN 36 STATES. THE LARGEST NUMBER OF DISTRICTS IN ANY ONE STATE WAS 11. IN CALIFORNIA (HEMMED IN BY A GROWING BODY OF STATE REGULATIONS, STATE-MANDATED SERVICES, LEVY LIMITATIONS, SALARY SCHEDULES, AND OTHER STAFF BENEFITS), THE TYPICAL BOARD OF EDUCATION MAY BECOME PARTIALLY IMMOBILIZED, AND THUS ATTEMPT ONLY RELATIVELY MINOR ADJUSTMENTS IN THE SCHOOL BUDGET. THE PROGNOSIS WILL REMAIN PESSIMISTIC UNTIL SOCIAL POLICY FOR EDUCATION IN CITIES IS DETERMINED ON GROUNDS OTHER THAN THE AVAILABILITY OF RESOURCES UNDER TAX STRUCTURE DESIGNED DECADES AGO. (JL)

ED010164
EDUCATIONAL INNOVATIONS IN THE COMMUNITY. AGGER, ROBERT E.; GOLDSTEIN, MARSHALL N., 65, 357P.

THE SCHOOL POLITICS OF TWO COMMUNITIES WERE REPORTED. RANDOM-SAMPLE SURVEYS WERE CONDUCTED FOR BOTH THE SCHOOL DISTRICTS OF EUGENE AND SPRINGFIELD. INTERVIEWS WERE MADE WITH 703 RANDOMLY SELECTED ADULTS IN EUGENE AND 528 IN SPRINGFIELD. ATTITUDE OR ORIENTATION MEASUREMENTS WERE OBTAINED FOR VARIOUS ASPECTS OF THEIR PUBLIC SCHOOL SYSTEMS. THESE MEASURES WERE OBTAINED 4 YEARS LATER, AFTER THE NEW TECHNIQUES HAD BEEN INITIATED IN THE SCHOOL SYSTEMS. THE FINDINGS INDICATED BOTH PROGRAMS HAD A VISIBLE IMPACT UPON CITIZENS, BOTH IN THEIR CONVERSATION AND THEIR REGARD FOR THEIR SCHOOLS. (RS)

ED010197
RESISTANCE TO REORGANIZATION OF SCHOOL DISTRICTS AND GOVERNMENT IN METROPOLITAN AREAS. HAWLEY, AMOS H.; ZIMMER, BASIL G., 66, 337P.

A STUDY WAS MADE OF THE VARIOUS FACTORS WHICH CAUSE THE FAILURE OF SCHOOL REORGANIZATION PROPOSALS TO WIN POPULAR SUPPORT. SIX CITIES WERE SELECTED. A RANDOM SAMPLE OF 3,000 RESIDENTS AND A MATCHED SAMPLE OF 630 PUBLIC OFFICIALS WERE INTERVIEWED. DATA WERE GATHERED FROM RESIDENTS AND OFFICIALS ON THEIR (1) LEVEL OF KNOWLEDGE OF SCHOOLS, (2) LEVEL OF PARTICIPATION, (3) SCHOOL EVALUATIONS, (4) VIEWS ON TAXES AND SUPPORT OF SCHOOLS, (5) VIEWS ON REORGANIZATION OF SCHOOL DISTRICTS, AND (6) VIEWS OF PUBLIC OFFICIALS. A RELATIONSHIP BETWEEN THE SIZE OF THE AREA AND THE DEGREE OF RESISTANCE TO CHANGE WAS FOUND SIGNIFICANT. THE GENERAL FINDINGS INDICATED THAT ANY EFFORT TOWARD REORGANIZATION SHOULD BE FOCUSED ON THE SUBURBAN AREAS. (RS)

ED010224
ISSUES AND STRATEGIES IN THE PUBLIC ACCEPTANCE OF EDUCATIONAL CHANGE. 18NOV65, 27P.

ORGANIZATIONAL CHANGE STUDIES AND FACTORS AFFECTING EDUCATIONAL CHANGE WERE DISCUSSED. A REVIEW OF SOME STUDIES INDICATED THAT ORGANIZATIONAL CHANGE IS USUALLY SEEN AS ACCEPTANCE OF CHANGE BY PARTICIPANTS WITHIN AN ORGANIZATION. FIVE CATEGORIES OF FACTORS AFFECTING THE PUBLIC ACCEPTANCE OF EDUCATIONAL CHANGE WERE DISCUSSED. AVAILABLE RESEARCH FROM FIELDS OTHER THAN EDUCATION SUGGESTED THAT THE FACTORS DISCUSSED WERE (1) THE PUBLIC'S IMAGE OF THE ADVOCATE OF CHANGE, (2) THE PUBLIC'S IMAGE OF THE ORGANIZATION AND THE ENDS WHICH IT SERVES, (3) THE PUBLIC'S VIEW OF THE PROPOSED CHANGES, (4) THE CONGRUENCE OF THE PROPOSED CHANGE WITH GENERALLY ACCEPTED VALUES AND RECOGNIZED SOCIAL NEEDS, AND (5) SITUATIONAL FACTORS WHICH FACILITATE OR IMPEDE THE ACCEPTANCE OF CHANGE. CONCLUSIONS INDICATED THAT INNOVATIONS IN EDUCATION WERE NOT ALWAYS WELL RECEIVED BY THE PUBLIC. A DECIDING FACTOR THAT THE CHANGE AGENT NEEDED TO RECOGNIZE WAS THAT HE WAS DEALING WITH POLITICAL PROBLEMS. (RS)

ED010229
REGIONAL MEETINGS IN EVALUATION RESEARCH, FINAL REPORT. 17OCT66, 24P.

THIS RESEARCH TRAINING PROGRAM PROVIDED FOR NINE REGIONAL MEETINGS FOR STATE DEPARTMENT OF EDUCATION PERSONNEL WHO WERE ASSOCIATED WITH EVALUATION RESEARCH SECTIONS OF PROPOSALS FROM LOCAL SCHOOL DISTRICTS FOR FUNDS UNDER PUBLIC LAW 89-10 (ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965). THE MEETINGS WERE STAFFED BY FOUR-MAN TEAMS OF CONSULTANTS IN TRAINING DESIGN, EDUCATIONAL RESEARCH, AND STATE DEPARTMENT OF EDUCATION ADMINISTRATION. OBJECTIVES OF THE MEETINGS WERE TO (1) REVIEW THE EVALUATIVE RESEARCH REQUIREMENTS AND OPPORTUNITIES OF PUBLIC LAW 89-10, (2) REVIEW BASIC CONCEPTS IN EVALUATION RESEARCH AND EXPLORE POSSIBLE POINTS OF INFLUENCE WHEREBY STATE DEPARTMENT PERSONNEL COULD UPGRADE THE QUALITY OF EVALUATION RESEARCH, (3) EXAMINE TYPICAL RESEARCH DESIGNS, (4) DEVELOP EDUCATIONAL RESEARCH, (5) STIMULATE PLANNING FOR LONG-TERM RESEARCH OBJECTIVES, AND (6) PROVIDE A MODEL FOR CONDUCTING CLINICS BY STATE DEPARTMENT PERSONNEL FOR LOCAL SCHOOL DISTRICT PERSONNEL. A ROSTER OF THE STAFF AND PARTICIPANTS WHO ATTENDED EACH OF THE FIVE EASTERN REGION MEETINGS AND THE FOUR WESTERN REGION MEETINGS IS PRESENTED IN THE REPORT. IT WAS CONCLUDED THAT THIS TRAINING PROGRAM INDICATED THE FEASIBILITY OF SEVERAL SHORT-TERM MEETINGS WITHIN A SHORT PERIOD OF TIME HOLDING THE INTEREST AND ATTRACTING THE PARTICIPATION OF PROFESSIONALS IN THE EDUCATIONAL RESEARCH FIELD. (REFER TO ED 010 230 FOR ADDITIONAL INFORMATION.) (JC)

ED010230
A PROPOSAL FOR THE PLANNING OF ONE-WEEK WORKSHOPS IN EVALUATION RESEARCH FOR STATE AND CITY DEPARTMENT OF EDUCATION PERSONNEL. 17OCT66, 28P.

THIS REPORT DESCRIBES THE PROCESS OF PLANNING NINE REGIONAL MEETINGS FOR PROVIDING EVALUATION RESEARCH TRAINING. GOALS OF THE PLANNING PROCESS WERE (1) TO FORMULATE SPECIFIC OBJECTIVES FOR THE REGIONAL MEETINGS, (2) TO DEVELOP A TRAINING DESIGN FOR PARTICIPANTS IN THESE MEETINGS, (3) TO ASSESS AVAILABLE STAFF RESOURCES FOR THESE MEETINGS, AND (4) TO OUTLINE THE KINDS OF RESOURCE MATERIALS NEEDED FOR THE MEETINGS. THE REPORT PRESENTS A LISTING OF THE PLANNING GROUP MEMBERS, PLANNING ISSUES, MAJOR PLANNING ACTIVITIES, THE SELECTED MEETING DATES AND SITES, AND THREE MODEL DESIGNS DEVELOPED FOR THE MEETINGS. THE REGIONAL MEETINGS WERE SUBSEQUENTLY HELD UNDER CONTRACT OE-6-10-209 (ED 010 229), INVOLVING STATE DEPARTMENT OF EDUCATION PERSONNEL WHO WERE TRAINED IN PROPOSAL EVALUATION RESEARCH (AS APPLIED TO THE ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965, PUBLIC LAW 89-10). (JH)

ED010232
FOREIGN-LANGUAGE OFFERINGS AND ENROLLMENTS IN SECONDARY SCHOOLS, FALL 1964. DERSHEM, JAMES F.; AND OTHERS, 01MAY66, 88P.

THIS REPORT, WHICH CONSISTS OF A SERIES OF STATISTICAL TABLES, IS THE SEVENTH IN A SERIES THAT HAS BEEN PUBLISHED ANNUALLY BY THE MODERN LANGUAGE ASSOCIATION SINCE PASSAGE OF THE NATIONAL DEFENSE EDUCATION ACT OF 1958. TAKEN COLLECTIVELY, THE REPORTS CHART THE COURSE TAKEN BY FOREIGN-LANGUAGE STUDY IN THE NATION'S HIGH SCHOOLS FROM 1958 TO THE PRESENT. THE DATA IN THIS REPORT WERE OBTAINED FROM QUESTIONNAIRES SENT TO HIGH SCHOOL PRINCIPALS IN SIX STATES--ALASKA, ARIZONA, ILLINOIS, MISSOURI, SOUTH DAKOTA, AND WYOMING. (LP)

ED010296
VOCATIONAL EDUCATION, A STUDY OF BENEFITS AND COSTS (A CASE STUDY OF WORCHESTER, MASS.). CORAZZINI, A.J.; AND OTHERS, 31AUG66, 133P.

THE STUDY WAS MADE TO ASSESS THE ECONOMIC VALUE OF THE VOCATIONAL-TECHNICAL SCHOOL AS AN AREA RESOURCE. A FRAMEWORK FOR ANALYSIS WAS SET UP WHICH TREATED VOCATIONAL EDUCATION AS AN INVESTMENT WHICH COMPETES FOR COMMUNITY FUNDS. DETAILED DESCRIPTIONS WERE MADE OF SUCH INFLUENTIAL FACTORS AS (1) KINDS OF COSTS AND BENEFITS WHICH ACCOMPANY ANY LOCAL INVESTMENT IN EDUCATION WITH PARTICULAR ATTENTION TO VOCATIONAL EDUCATION, (2) INSTITUTIONAL SETTING OF THE PROGRAM SELECTED FOR STUDY, AND (3) TOTAL RESOURCE COSTS OF VARIOUS VOCATIONAL PROGRAMS. DATA GATHERED WERE ANALYZED TO DETERMINE THE VALUE OF THE VOCATIONAL HIGH SCHOOL AND POST-HIGH SCHOOL VOCATIONAL SCHOOL AS A MEANS TO (1) PREVENT DROPPING OUT, (2) INCREASE LIFETIME EARNINGS, (3) INCREASE GEOGRAPHIC MOBILITY OF GRADUATES, AND (4) INCREASE INTERGENERATIONAL MOVEMENT OF WORKERS. CONTRIBUTIONS OF THE SCHOOLS WERE MARGINAL IN THE FIRST THREE AREAS AND ONLY RELATIVELY SUCCESSFUL IN THE FOURTH. (AL)

ED010473
FOREIGN-LANGUAGE OFFERINGS AND ENROLLMENTS IN PUBLIC SECONDARY SCHOOLS, FALL 1963. DERSHEM, JAMES F.; ESHELMAN, JAMES N., 31JAN65, 52P.

THIS REPORT OF FOREIGN LANGUAGE OFFERINGS AND ENROLLMENTS IN THE PUBLIC SECONDARY SCHOOLS OF THE UNITED STATES IS FOR THE ACADEMIC YEAR 1963-64. CHARTS AND TABLES SHOW DETAILED STATE-BY-STATE COMPARISONS BETWEEN THE 1962-63 AND 1963-64 SCHOOL YEARS. COMPARATIVE STATISTICS BACK TO 1958 ARE ALSO SHOWN, BUT NOT BY INDIVIDUAL STATE. GENERAL, EXPLORATORY, AND AFTER-SCHOOL COURSES WERE NOT INCLUDED IN THE TABULATIONS. (GC)

ED010474
FOREIGN-LANGUAGE OFFERINGS AND ENROLLMENTS IN SECONDARY SCHOOLS, PUBLIC SCHOOLS--FALL 1961 AND FALL 1962 AND NONPUBLIC SCHOOLS--FALL 1962. ESHELMAN, JAMES N.; LIAN, NANCY W., 31JAN64, 109P.

A NATIONWIDE SURVEY WAS CONDUCTED OF FOREIGN LANGUAGE ENROLLMENTS AND OFFERINGS IN SECONDARY SCHOOLS. DATA WERE GATHERED FROM STATE SUPERVISORS, CONSULTANTS, AND SCHOOL PRINCIPALS VIA QUESTIONNAIRE. THE COVERAGE INCLUDED PUBLIC, NONPUBLIC, AND PAROCHIAL SCHOOLS. DATA WERE TABULATED AND DESCRIBED. THE DESCRIPTIONS INCLUDED FOREIGN LANGUAGE COURSE (1) ENROLLMENTS FROM 1958 THROUGH 1962, (2) COMPARISONS, (3) PERCENTAGES, (4) OFFERINGS, (5) ENROLLMENT CONTINUITY, (6) DATA FROM PUERTO RICO, GUAM, AND THE VIRGIN ISLANDS, AND (7) COLLATED DATA ON THE OVERALL SAMPLE. THE INCREASE IN MODERN FOREIGN LANGUAGE ENROLLMENTS BETWEEN 1958 AND 1962 WAS SHOWN TO EXCEED THE RATE OF INCREASE IN HIGH SCHOOL POPULATION (86.7 PERCENT TO 25.2 PERCENT). OTHER FINDINGS WERE THAT (1) FROM 1961 TO 1962, ENROLLMENTS INCREASED 21.2 PERCENT IN RUSSIAN, 15.5 PERCENT IN GERMAN, 12.1 PERCENT IN FRENCH, AND 8.3 PERCENT IN SPANISH, AND (2) IN 1962 MOST POPULAR MODERN LANGUAGES WERE (IN ORDER) FRENCH, GERMAN, RUSSIAN, SPANISH, ITALIAN, HEBREW, JAPANESE, POLISH, AND PORTUGUESE. (RS)

ED010637
ESTABLISHMENT OF A STATE OCCUPATIONAL RESEARCH AND DEVELOPMENT COORDINATING UNIT. DEC66, 26P.

AN OCCUPATIONAL RESEARCH AND DEVELOPMENT COORDINATION UNIT WAS ESTABLISHED TO STIMULATE VOCATIONAL RESEARCH, TO INITIATE AND COORDINATE INSTITUTIONAL RESEARCH, TO PROVIDE TECHNICAL ASSISTANCE IN PROPOSAL DESIGN, TO WRITE PROPOSALS, AND TO ACT AS LIAISON BETWEEN FEDERAL AND OTHER FUNDING AGENCIES. THE IMPLEMENTATION OF THIS PROGRAM OF ACTIVITIES RESULTED IN THE PROCESSING OF 200 RESEARCH SUGGESTIONS. THE UNIT'S STAFF ASSISTED WITH THE WRITING OF 19 VOCATIONAL RESEARCH PROPOSALS, 12 OF WHICH WERE APPROVED AND FUNDED. ALTHOUGH PROBLEMS WERE YET TO BE SOLVED IN THE DEVELOPMENT OF AN ONGOING PROGRAM OF RESEARCH IN VOCATIONAL EDUCATION, THESE PROBLEMS APPEARED TO BE RESOLVABLE DURING THE REMAINING PERIOD OF FEDERAL SUPPORT. (GD)

ED010642
VOCATIONAL EDUCATION AND INTERGOVERNMENTAL FISCAL RELATIONS IN THE POSTWAR PERIOD. DAVIE, BRUCE F.; PATTERSON, PHILIP D., JR., DEC66, 125P.

INTERGOVERNMENTAL FISCAL RELATIONS ON THE NATIONAL, STATE, AND LOCAL LEVELS WAS THE FOCUS OF THIS STUDY ON VOCATIONAL EDUCATION. A HISTORY OF FEDERAL GRANTS-IN-AID TO VOCATIONAL EDUCATION WAS TRACED FROM THE SMITH-HUGHES ACT OF 1917 TO THE VOCATIONAL EDUCATION ACT OF 1963. THE SPECIFIC AREAS INVESTIGATED WERE (1) THE POSSIBILITY OF IMPROVED PROCEDURES FOR THE ALLOTMENT

OF FEDERAL FUNDS AND (2) THE EVALUATION OF THE EXTENT TO WHICH FEDERAL AID HAS STIMULATED STATE AND LOCAL EXPENDITURES FOR VOCATIONAL EDUCATION. RECOMMENDATIONS AND CONCLUSIONS OF THE AUTHORS INCLUDED--(1) PROVISION FOR ALL FEDERAL AID IN THIS AREA SHOULD BE CONSOLIDATED UNDER THE VOCATIONAL EDUCATION ACT OF 1963, (2) STATE-LOCAL SPENDING SHOWED NO PERCEPTABLE PATTERN OF RESPONSE WHEN FEDERAL ALLOTMENTS WERE INCREASED IN SOME STATES AND DECREASED IN OTHERS, (3) IF PREVIOUS VOCATIONAL-EDUCATION BILLS ARE TO BE RETAINED, ALLOTMENTS BASED ON POPULATION SHOULD USE ANNUAL STATISTICS RATHER THAN DECENNIAL STATISTICS, (4) POPULATION ESTIMATES SHOULD BE ADJUSTED FOR MILITARY PERSONNEL AND THOSE ENROLLED IN COLLEGES AND UNIVERSITIES, AND (5) FUND MATCHING REQUIREMENTS FOR THE STATES, ALLOTTED EXTRA FUNDS AFTER POPULATION EQUALIZATION, SHOULD BE EASED. (PM)

ED010671
SCHOOL GOVERNMENT AND THE DETERMINANTS OF THE FISCAL SUPPORT FOR LARGE CITY EDUCATION SYSTEMS. 67, 292P.

AN ANALYSIS WAS MADE OF THE DETERMINANTS OF LARGE CITY EDUCATIONAL FISCAL POLICY. A WIDE RANGE OF PROBLEMS AND ISSUES WERE PRESENTED WHICH EVOLVED FROM THE METROPOLITAN CONTEXT WITHIN WHICH LARGE CITY SCHOOL SYSTEMS OPERATE. THE STUDY FOUND THAT THE FORM OF SCHOOL GOVERNMENT IN LARGE CENTRAL CITIES WAS A RELATIVELY UNIMPORTANT FACTOR IN THE SUPPORT OF PUBLIC EDUCATION. THE RELATIONSHIP BETWEEN EDUCATIONAL AND NONEDUCATIONAL EXPENDITURES, HOWEVER, WAS SIGNIFICANT. (TC)

ED010679 AC000008
FEDERAL SUPPORT FOR ADULT EDUCATION, A DIRECTORY OF PROGRAMS AND SERVICES. SEP66, 115P.

THIS DIRECTORY GROUPS FEDERAL ADULT EDUCATION PROGRAMS AND SERVICES ALPHABETICALLY BY ADMINISTERING AGENCIES AND LISTS, WHEREVER APPLICABLE, (1) PROGRAM TITLE, (2) NATURE AND PURPOSE OF THE PROGRAM, (3) ELIGIBLE GROUPS AND ORGANIZATIONS, (4) AMOUNT (WHEN AVAILABLE) AND NATURE OF THE FUNDS OR OTHER ASSISTANCE, (5) LEGAL AUTHORITY, (6) SOURCES OF FURTHER INFORMATION, (7) PRINTED MATERIALS AVAILABLE, AND (8) ADDITIONAL COMMENTS. AMONG THOSE REPRESENTED ARE THE HOUSING AND URBAN DEVELOPMENT, INTERIOR, JUSTICE, LABOR, AND STATE DEPARTMENTS, AND VARIOUS INDEPENDENT EXECUTIVE AGENCIES, INCLUDING THOSE REPORTING DIRECTLY TO THE PRESIDENT. LISTS OF LEGISLATION AND A LIST OF SELECT PUBLICATIONS ARE INCLUDED. (LY)

ED010705 EA000055
SITUATIONAL FACTORS INFLUENCING QUALITY TEACHING. EXPLORATORY PHASE--TEACHER IDENTIFICATION OF FACTORS - CONDITIONS, CLIMATE, COMPETENCIES - INFLUENCING THE TEACHING-LEARNING PROCESS IN KENTUCKY PUBLIC SCHOOLS. ELSWICK, D.E.; AND OTHERS, 63P.

A SURVEY WAS CONDUCTED TO IDENTIFY AND EVALUATE BOTH POSITIVE AND NEGATIVE SITUATIONAL FACTORS IN THE TEACHING-LEARNING PROCESS. RESPONSES WERE ANALYZED FROM 29 OF KENTUCKY'S 203 COUNTY AND INDEPENDENT SCHOOL DISTRICTS, REPRESENTING 877 ELEMENTARY TEACHERS, 454 SECONDARY TEACHERS, AND 48 ADMINISTRATIVE AND SUPERVISORY PERSONNEL. THE REPORT'S MAJOR SECTION, A COMPREHENSIVE STATE SUMMARY, RANKS FACTORS IN ORDER OF IMPORTANCE AS INDICATED BY THE THREE GROUPS OF RESPONDENTS. TEACHING CONDITIONS, PROFESSIONAL LEADERSHIP, ADEQUATE INSTRUCTIONAL MATERIALS, AND BUILDINGS AND FACILITIES ARE GENERALLY REGARDED AS MOST IMPORTANT. FACTORS RELATED TO SALARY ARE REGARDED AS LEAST IMPORTANT. SUMMARY RECOMMENDATIONS INCLUDE SUGGESTIONS FOR (1) DEVELOPMENT OF INSERVICE ACTIVITIES REQUESTED BY TEACHERS, (2) BUDGET ALLOTMENTS FOR EXPENDITURES THAT WILL CONTRIBUTE MOST EFFECTIVELY TO IMPROVEMENT OF INSTRUCTION, AND (3) REFINEMENT OF THIS RESEARCH DESIGN FOR A MORE INCLUSIVE RESEARCH AND DEVELOPMENT PROJECT. A REPRESENTATIVE DISTRICT REPORT IS INCLUDED, ILLUSTRATING THE PROCEDURE FOLLOWED FOR WEIGHTING OF CODING CATEGORIES TO ALLOW RESPONSE RANKING. (JK)

ED010712 EC000001
AMERICAN PRINTING HOUSE FOR THE BLIND, INC., ITS HISTORY, PURPOSES AND POLICIES. 66. 17P.

FOUNDED IN 1858, THE AMERICAN PRINTING HOUSE (APH) FOR THE BLIND IN LOUISVILLE, KENTUCKY, IS THE WORLD'S LARGEST PUBLISHER OF LITERATURE FOR THE BLIND. IN 1965-66 THE OPERATING BUDGET EXCEEDED $3 MILLION, AND THERE WERE 440 PART-TIME EMPLOYEES. A HISTORY OF THE DEVELOPMENT AND GROWTH OF APH INCLUDES CONTROVERSY RESULTING IN THE FINAL CHOICE OF STANDARD ENGLISH BRAILLE GRADE 2 AS THE STANDARD TYPE FOR THE ENGLISH-SPEAKING WORLD. FEDERAL LEGISLATION SUPPORTING APH HAS INCREASED FROM $10,000 PROVIDED BY THE ACT OF 1879 TO $935,000 FOR EDUCATIONAL MATERIAL PLUS $75,000 FOR ADVISORY AND CONSULTANT SERVICES IN 1966. APH KEEPS ABREAST OF INK PRINT PUBLICATIONS SO THAT BRAILLE EDITIONS MAY BE ISSUED AT THE SAME TIME. IN ADDITION, SCHOOLS AND STATE DEPARTMENTS OF EDUCATION MAY REQUEST BRAILLE EDITIONS OF OTHER BOOKS AND MATERIALS. ALSO PUBLISHED ARE TALKING BOOKS, LARGE TYPE BOOKS, TANGIBLE MATERIALS, BRAILLE MUSIC, AND LITERATURE FOR ADULT BLIND. RESEARCH IN THE EDUCATION OF BLIND CHILDREN IS CONDUCTED BY THE DEPARTMENT OF EDUCATIONAL RESEARCH. (MY)

ED010714 EC000003
THE MICHIGAN PROGRAM FOR THE EDUCATION OF EMOTIONALLY DISTURBED CHILDREN. 66, 36P.

TO ASSIST SCHOOL SYSTEMS IN SETTING UP CLASSES FOR THE EMOTIONALLY HANDICAPPED, THE LEGAL BASIS FOR MICHIGAN STATE-APPROVED PROGRAMS IS IDENTIFIED, STATE RULES AND REGULATIONS ARE REVIEWED, AND RELATIONSHIPS TO OTHER SCHOOL AND COMMUNITY SERVICES ARE INDICATED. INCLUDED ARE PROGRAMS AND THEIR GOALS, AND ADMINISTRATIVE DEFINITIONS AND PROCEDURES. DETAILED DESCRIPTIONS OF SUCH CLASSES, STEPS TO PROGRAM APPROVAL, AND SUPERVISION REQUIREMENTS ARE GIVEN. RELEVANT STATE STATUTES ARE CITED. SIXTEEN REFERENCES ARE INCLUDED IN THE BIBLIOGRAPHY. (JW)

ED010720 EC000009
ADMINISTRATION OF BOARDING HOMES FOR HANDICAPPED CHILDREN, POLICIES AND PROCEDURES. 01JAN66, 7P.

PHYSICALLY AND/OR MENTALLY HANDICAPPED CHILDREN MAY NEED PLACEMENT IN BOARDING HOMES WHEN TRANSPORTATION BETWEEN CHILD'S HOME AND SCHOOL IS NOT POSSIBLE. PROVISIONS OF WISCONSIN STATUTES ARE OUTLINED. POLICIES AND PROCEDURES FOR ENROLLMENT IN SPECIAL CLASSES AND RESPONSIBILITIES OF THE BUREAU FOR HANDICAPPED CHILDREN AND OTHER AGENCIES ARE LISTED. PLANNING PROCEDURES AND REIMBURSEMENTS FOR BOARDING CARE AND SOCIAL SERVICE ARE SPECIFIED. (MY)

ED010747 RC000813
SOME NEW APPROACHES TO MIGRANT EDUCATION. 67, 15P.

THE AUTHOR EXAMINES THE FEDERAL AND THE INDIANA STATE LAWS CONTROLLING MIGRANT EDUCATION. HE DISCUSSES BOTH THE TEXAS MIGRANT SCHOOL PROJECT OF THE LOWER RIO GRANDE VALLEY AND THE PROBLEMS WHICH IT PRESENTS TO INDIANA SCHOOLS. THE PAPER ALSO LISTS THE PROBLEMS RELATED TO AND THE ELEMENTS WHICH SHOULD BE CONSIDERED IN CURRICULUM DEVELOPMENT FOR MIGRANT STUDENTS. (CL)

ED010794 VT000100
VOCATIONAL EDUCATION IN MICHIGAN, THE FINAL REPORT OF THE MICHIGAN VOCATIONAL EDUCATION EVALUATION PROJECT. BOROSAGE, LAWRENCE; AND OTHERS, SEP63, 271P.

ACCOMPLISHMENTS OF THE MICHIGAN VOCATIONAL EDUCATION EVALUATION PROJECT DURING ITS 4-YEAR PERIOD OF OPERATION ARE PRESENTED IN ABBREVIATED FORM. THE PURPOSES OF THE EVALUATIVE STUDY WERE (1) TO DISCOVER THE STRENGTHS AND WEAKNESSES OF THE PRESENT PROGRAM OF VOCATIONAL EDUCATION AND (2) TO PROVIDE INFORMATION WHICH WOULD PROPERLY SHAPE THE DIRECTION OF THE PROGRAM BOTH NOW AND IN THE FUTURE. THE SEVEN CHAPTERS PROVIDE (1) AN OVERVIEW OF THE GROWTH AND DEVELOPMENT OF VOCATIONAL EDUCATION IN MICHIGAN, (2) A STATEMENT OF POSITION REGARDING THE PHILOSOPHY AND OBJECTIVES OF VOCATIONAL EDUCATION AS DEVELOPED BY A GROUP OF VOCATIONAL LEADERS AND CONSULTANTS, (3) A SURVEY OF EXISTING VOCATIONAL CURRICULUMS IN RELATION TO SOME ASPECTS OF THE LABOR FORCE IN MICHIGAN, (4) A DESCRIPTION OF THE ADMINISTRATION, ORGANIZATION, AND SUPERVISION OF VOCATIONAL EDUCATION, (5) A SUMMARY OF VOCATIONAL TEACHER EDUCATION PROGRAMS IN MICHIGAN, (6) A DESCRIPTION OF THE CHARACTER OF RESEARCH CONDUCTED IN VOCATIONAL EDUCATION, AND (7) RECOMMENDATIONS AND SUGGESTED GUIDELINES FOR FUTURE IMPROVEMENTS. THE APPENDIXES INCLUDE TABULAR DATA FOR (1) OCCUPATIONS OF EMPLOYED PERSONS, BY SEX, FOR MICHIGAN COUNTIES IN 1940, 1950, AND 1960, (2) CIVILIAN LABOR CHANGE IN MICHIGAN, 1950-60, (3) STUDENTS ENROLLED IN VOCATIONAL COURSES, AND (4) EDUCATIONAL BACKGROUND OF TEACHERS BY COURSE AND GRADE LEVEL OF SUBJECTS. (PS)

ED010799
METROPOLITANISM AND FEDERAL AID TO EDUCATION--THE PASSAGE AND IMPACT OF THE 1965 AID TO EDUCATION ACT. 67, 244P.

THE INVESTIGATOR IDENTIFIED AND ANALYZED FACTORS WHICH CONTRIBUTED TO THE PASSAGE OF THE ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965, USING AN INPUT-OUTPUT SYSTEMS MODEL TO ORGANIZE RELEVANT FACTORS INTO MEANINGFUL PATTERNS. INPUTS WERE PHENOMENA, BOTH PHYSICAL AND SOCIAL, OCCURRING OUTSIDE THE BOUNDARIES OF A POLITICAL SYSTEM, AS A REDISTRIBUTION OF POPULATION, AN INFLATION IN THE ECONOMY, OR A SHIFT IN CULTURAL VALUES. ENVIRONMENTAL CONDITIONS SHAPE THE INPUTS WHICH CROSS THE BOUNDARY INTO A POLITICAL SYSTEM WHERE THEY ARE CONVERTED BY THE LEGISLATURE INTO OUTPUTS. THE PRIMARY TASK WAS TO INDICATE WHICH FACTORS IMPINGING ON THE NATIONAL LEGISLATURE AND WITHIN THE LEGISLATIVE SYSTEM HAD UNDERGONE SUFFICIENT CHANGE PRIOR TO AND DURING 1965 TO PRODUCE THE NEW OUTPUT, THE EDUCATION ACT OF 1965. THE MOST FUNDAMENTAL FINDING WHICH EMERGED FROM THIS ENDEAVOR WAS THAT THE FINAL PASSAGE OF THE SCHOOL AID BILL COULD NOT BE EXPLAINED BY A SINGLE MAJOR CHANGE AT THE EXCLUSION OF OTHERS. ALTHOUGH NO HIERARCHY OF FACTORS WAS ACHIEVABLE, THE MAJOR CHANGES WERE DISCUSSED IN SOME DETAIL AS INEXTRICABLY INTERRELATED FACTORS WHICH RESULTED IN THIS LANDMARK LEGISLATION. (GD)

ED010906 EA000111
INCENTIVE GRANT FOR QUALITY EDUCATION. MAR66, 22P.

A PROPOSAL TO IMPROVE THE QUALITY OF FLORIDA EDUCATION BY AWARDING INCENTIVE GRANTS TO PUBLIC SCHOOLS WAS DESCRIBED. THE PRESENT FOUNDATION PROGRAM FOR STATE SUPPORT OF PUBLIC EDUCATION HAS BEEN FOUND TO PROVIDE ONLY MINIMUM QUALITY EDUCATION, PARTLY CAUSED BY THE LACK OF LOCAL TAX EFFORT IN SUPPORTING THE FOUNDATION PROGRAM. IN THE FUTURE, THE GRANT'S AMOUNT WILL BE BASED ON LOCAL TAX COLLECTION EFFORTS. THE REQUIREMENTS GOVERNING EXPENDITURE, THE LEGISLATION IMPLEMENTING THE PLAN, AND THE COMPUTATION METHOD DETERMINING GRANTS WERE OUTLINED. THIS DOCUMENT IS ALSO AVAILABLE FROM THE FLORIDA EDUCATIONAL RESEARCH AND DEVELOPMENT COUNCIL, COLLEGE OF EDUCATION, UNIVERSITY OF FLORIDA, GAINESVILLE, FLORIDA 32601, FOR $1.00. (HW)

ED010915 EA000380
ORGANIZATIONAL STRATEGIES FOR PLANNED CHANGE IN EDUCATION. 10NOV65, 44P.

FOUR STRATEGIES FOR ACHIEVING LONG-RANGE GOALS IN EDUCATION ARE OUTLINED, AND RELATED CONSTRAINTS, CONTROLS, AND CONFLICTS ARE EVALUATED. STRATEGY 1, A NATIONAL EDUCATION ACADEMY DESIGNED TO PROVIDE TRAINING FOR NEW AND CREATIVE LEADERSHIP, WOULD RECRUIT GIFTED PERSONNEL FOR TRAINING IN A BROAD UNDERSTANDING OF THE MAJOR TRADITIONS OF SOCIETY, WITH INSTRUCTION IN DEFINING MAJOR EDUCATIONAL AND SOCIAL PROBLEMS, FIELD EXPERIENCE, AND A YEAR'S APPRENTICESHIP UPON GRADUATION IN SELECTED EDUCATIONAL ORGANIZATIONS WHICH VALUE INNOVATIVE EFFORT. STRATEGY 2, AN INSTITUTE FOR THE STUDY OF EDUCATIONAL INNOVATION, WOULD FOCUS PRIMARILY ON THE CREATION OF NEW CONCEPTS FOR ADVANCING RESEARCH AND DEVELOPMENT AND WOULD BE PRIVATELY SUPPORTED, STAFFED BY LEADING SCHOLARS ON 1-YEAR FELLOWSHIPS, AND LOCATED NEAR A MAJOR UNIVERSITY. STRATEGY 3, A PLAN TO FACILITATE STATE AND NATIONAL POLICY DEVELOPMENT, WOULD ENCOURAGE INTERORGANIZATIONAL AND REGIONAL EDUCATIONAL ALLIANCES AND WOULD SEEK TO IMPROVE STATE EDUCATIONAL LEGISLATION, ESPECIALLY THAT RELATED TO THE LONG-RANGE FINANCING OF EDUCATION, BY DEVELOPING A PATTERN OF SUPPORT UPON A COMBINATION OF PUBLIC AND PRIVATE FUNDS. STRATEGY 4, THE APPLICATION OF OPERATIONS RESEARCH TO LOCAL SCHOOL DISTRICT PROBLEMS WOULD UTILIZE TEAMS OF MULTIDISCIPLINARY SPECIALISTS TO DEFINE PROBLEMS, DETERMINE THEIR PARTICULAR DIMENSIONS, AND DEVELOP POSSIBLE SOLUTIONS THROUGH THE APPLICATION OF SUCH RESEARCH TECHNIQUES AS MATHEMATICAL MODELS AND PROGRAM EVALUATION. THIS PAPER WAS PREPARED FOR THE CONFERENCE ON STRATEGIES FOR EDUCATIONAL CHANGE (WASHINGTON, D.C., NOVEMBER 8-10, 1965). (JK)

ED010941 FL000284
QUESTIONNAIRE FOR THE SCHOOL DISTRICT ON ARTICULATION IN THE FOREIGN LANGUAGE PROGRAM, ELEMENTARY SCHOOL TO GRADUATE SCHOOL. 14P.

DESIGNED TO OBTAIN INFORMATION ON ARTICULATION OF LANGUAGE PROGRAMS IN THE UNITED STATES, ONE OF THESE QUESTIONNAIRES DEALS WITH FOREIGN LANGUAGE INSTRUCTION IN THE ELEMENTARY, JUNIOR HIGH, AND SENIOR HIGH SCHOOLS, THE OTHER WITH LANGUAGE STUDY AT THE UNDERGRADUATE AND GRADUATE LEVELS IN COLLEGES AND UNIVERSITIES. SUBJECTS COVERED ARE--(1) SEQUENCE LENGTH, (2) COURSE CONTENT, (3) SELECTION OF STUDENTS, (4) COORDINATION OF INSTRUCTION, (5) COLLEGE ADMISSION REQUIREMENTS, (6) COLLEGE PLACEMENT, (7) TESTS, (8) TEACHING METHODS, (9) STUDENTS' CAREER PLANS, (10) TEACHING FELLOWSHIPS, (11) SUPERVISION OF COLLEGE TEACHERS, AND (12) PH.D. LANGUAGE EXAMINATIONS. (AM)

ED011050
A PROCEDURAL AND COST ANALYSIS STUDY OF MEDIA IN INSTRUCTIONAL SYSTEMS DEVELOPMENT. QUARTERLY TECHNICAL REPORT. DRESSEL, PAUL L.; AND OTHERS, 31MAR65, 89P.

A BROAD STUDY WAS CONDUCTED OF THE DEVELOPMENTAL PROCEDURES AND COSTS OF THE NEWER MEDIA PREPARED FOR COURSE INSTRUCTION AT MICHIGAN STATE UNIVERSITY. DETAILS OF THE STUDY WERE PRESENTED IN TWO SEMINAR PAPERS THAT WERE PRESENTED AS DISSEMINATION REPORTS IN 1965 AT THE NATIONAL CONFERENCE OF THE AMERICAN EDUCATIONAL RESEARCH ASSOCIATION IN CHICAGO, AND AT THE DEPARTMENT OF AUDIOVISUAL INSTRUCTION CONVENTION IN MILWAUKEE. THE FIRST PAPER DISCUSSED THE RELATION OF SYSTEMS METHODOLOGY TO UNIVERSITY CURRICULAR AND INSTRUCTIONAL PLANNING. ATTENTION WAS FOCUSED ON (1) THE ANALYSIS OF THE COMPONENTS REQUIRED WITHIN THE INSTRUCTIONAL SYSTEM, (2) THE DESIGN OF DEVELOPMENTAL PROCEDURES NEEDED TO PRODUCE THE SYSTEM, AND (3) FIELD TRIALS OF THESE DEVELOPMENTAL PROCEDURES. THE SECOND PAPER DISCUSSED THE FUNCTIONS OF THE MEDIA SPECIALIST BY (1) IDENTIFYING A LOGICAL SEQUENCE OF MAJOR DECISIONS AND (2) ANALYZING THE PROBLEMS OF TRANSLATING DECISIONS INTO ACTUAL INSTRUCTIONAL MATERIALS. MEANS OF MOTIVATING FACULTY TO UNDERTAKE USE OF NEWER MEDIA WERE ALSO DISCUSSED.(AL)

ED011054
A COMPARATIVE STUDY OF THE EDUCATIONAL ENVIRONMENT AND THE EDUCATIONAL OUTCOMES IN AN UNDERGROUND SCHOOL, A WINDOWLESS SCHOOL AND CONVENTIONAL SCHOOLS. COOPER, JAMES G.; IVEY, CARL H., AUG64, 91P.

AN INVESTIGATION WAS MADE INTO THE EFFECTS OF AN ELEMENTARY SCHOOL-FALLOUT SHELTER UPON THE EDUCATIONAL CLIMATE WITHIN THAT SCHOOL AS COMPARED TO THE CLIMATES OF WINDOWLESS OR CONVENTIONAL SCHOOLS. THE ABO SCHOOL IN ARTESIA, NEW MEXICO, WAS BUILT WITHOUT WINDOWS AND ENTIRELY BELOW GROUND EXCEPT FOR THE ENTRY. INITIAL CONSTRUCTION COSTS WERE ABOUT 21 PERCENT HIGHER THAN FOR A CONVENTIONAL STRUCTURE. CUSTODIAL SERVICES WERE SOMEWHAT LOWER THAN FOR OTHER SCHOOLS IN ARTESIA. TEACHER VARIBLES WERE EXAMINED AND ANALYZED. IT WAS FOUND THAT THE ABO TEACHERS WERE VERY MUCH LIKE THE OTHER TEACHERS IN ARTESIA. THE STUDY OF PUPIL VARIABLES INCLUDED ANXIETY AND ATTENDANCE. NO EVIDENCE WAS FOUND TO INDICATE THAT THE ABO PUPILS WERE MORE ANXIOUS OR HAD ANY MORE ATTENDANCE PROBLEMS THAN PUPILS ATTENDING CONVENTIONAL OR WINDOWLESS SCHOOLS IN ARTESIA. NO EVIDENCE WAS FOUND DURING A 2-YEAR PERIOD TO RAISE ANY QUESTIONS ABOUT THE FEASIBILITY OF COMBINING A FALLOUT SHELTER WITH THE EDUCATIONAL FUNCTION. (TC)

ED011067
IOWA SCHOOL BOND ISSUES, DATA BOOK. BEAL, GEORGE M.; AND OTHERS, 66, 167P.

SOCIOLOGICAL ASPECTS OF THE PROCESSES AND RELATIONSHIPS BETWEEN SCHOOL AND COMMUNITY IN RELATION TO SCHOOL BOND ISSUES WERE STUDIED. IN THE FIRST SECTION, CHAPTER I ATTEMPTED TO PLACE SCHOOL BOND ISSUES IN THE GENERAL CONTEXT OF EDUCATIONAL NEEDS, AND CHAPTER II PRESENTED A REVIEW OF THE LITERATURE AND RESEARCH STUDIES THAT HAVE DEALT WITH RECOMMENDATIONS AND FINDINGS RELATED TO SCHOOL BOND ISSUE ELECTIONS. THE SECOND SECTION PROVIDES A THEORETICAL ORIENTATION AND DESCRIBES THE SAMPLING AND FIELD PROCEDURES USED IN THIS STUDY. IN THE THIRD SECTION, DATA OBTAINED FROM IOWA SCHOOL SUPERINTENDENTS INVOLVED IN SCHOOL BOND ELECTIONS DURING A 5-YEAR PERIOD WERE ANALYZED AND PRESENTED AS A DATA BOOK. DATA GATHERED CLEARLY INDICATED THAT SUPERINTENDENTS CONSIDERED COOPERATIVE PERFORMANCE BETWEEN THE SUPERINTENDENTS AND THE BOARD OF EDUCATION AS MORE IMPORTANT IN PASSING BOND ELECTIONS THAT THE USE OF A CITIZEN'S ADVISORY COMMITTEE. (GD)

ED011094 AC000035
COMMUNITY EDUCATION PROJECT, A REPORT TO THE ROSENBERG FOUNDATION. JUN66, 61P.

A 3-YEAR COMMUNITY EDUCATION PROJECT WAS UNDERTAKEN IN SOUTHEAST SAN DIEGO, A CITY WHICH IS CHARACTERIZED BY A LARGE MINORITY GROUP POPULATION, LOW INCOMES, HIGH UNEMPLOYMENT, AND JUNIOR HIGH SCHOOL EDUCATIONAL MEDIAN. ADULT EDUCATION CLASSES WERE POORLY ATTENDED IN THE AREA. CREATIVE MOTIVATIONAL TECHNIQUES WERE MADE POSSIBLE BY FOUNDATION FUNDING, A SKILLED COMMUNITY COORDINATOR, CITIZENS ADVISORY COMMITTEE, AND COMMUNITY INVOLVEMENT. THESE TECHNIQUES INCLUDED AN "ADULT EDUCATION SUNDAY" IN LOCAL CHURCHES, A WELFARE CLASS IN BASIC EDUCATION FOR UNEMPLOYED FATHERS, TALKS BY THE COORDINATOR TO PTA'S, CHURCH GROUPS, LABOR UNIONS, PUBLICITY IN THE NEWSPAPERS, HOME CALLS BY VOLUNTEERS, DECENTRALIZED CLASSES AT ELEMENTARY SCHOOLS, A MEANINGFUL CURRICULUM, A LITTLE THEATER, DANCE AND ART CLASSES, ENCOURAGEMENT OF LIBRARY USE, AND AN AMERICAN NEGRO HISTORY CLASS. AN OBJECTIVE EVALUATION OF THIS KIND OF PROJECT IS DIFFICULT, BUT THERE WAS A STEADY RISE IN ADULT SCHOOL ATTENDANCE AND A STEADY INCREASE IN CERTIFICATES AND DIPLOMAS ISSUED BY THE ADULT SCHOOL. THE PERSONS INVOLVED IN THE PROJECT WERE INTERVIEWED FOR A SUBJECTIVE EVALUATION. THE MOST SUCCESSFUL MOTIVATIONAL TECHNIQUES INVOLVED PERSON-TO-PERSON CONTACT, SUCH AS HOME CALLS. A POSITIVE EVALUATION OF THE WORTH OF THIS KIND OF PROJECT IS SHOWN IN ITS EXTENSION AS A FEDERALLY FINANCED PROGRAM. (EB)

ED011122 CG000030
THE REHABILITATION OF THE HARD CORE UNEMPLOYED. APR65, 34P.

THIS REPORT DOCUMENTS THE RESULTS OF A REHABILITATION PROGRAM FOR 170 PERSONS, SELECTED BY THE STATE EMPLOYMENT SERVICE, WHO SUFFERED FROM SEVERE AND CHRONIC UNEMPLOYMENT (HARD-CORE UNEMPLOYED). THE DEMOGRAPHIC VARIABLES, PSYCHOLOGICAL AND SOCIAL CHARACTERISTICS, EMPLOYMENT HISTORY, ETC., WHICH WERE GATHERED THROUGH TESTING AND INTERVIEWS INDICATED THAT CHRONIC UNEMPLOYMENT IS A SYMPTOM OF DEEPER PSYCHOLOGICAL PROBLEMS. A SPECIAL GROUP ANALYSIS DESCRIBES THE CHARACTERISTICS OF GROUPS OF TRAINEES WHO WERE CATEGORIZED ON THE BASIS OF CERTAIN OUTCOMES ("NO SHOWS," DROPOUTS, UNEMPLOYABLES, ETC.) AND GIVES AN UNDERSTANDING OF THE NATURE OF THESE GROUPS AS AN AID IN THE SELECTION OF POTENTIAL TRAINEES. THE SERVICES OFFERED BY THE CENTER AND THE OBJECTIVES OF THE PROGRAM ARE OUTLINED. TO MEASURE THE EFFECTIVENESS OF THE PROGRAM, THE CENTER STUDIED THE EMPLOYMENT RATES, THE LEVEL OF JOBS ATTAINED, AND THE COSTS OF THE PROGRAM. (PS)

ED011129 EA000188
FISCAL STRUCTURE OF OKLAHOMA, AN OVERVIEW. SEP66, 36P.

THE REPORT WAS DIVIDED INTO THREE MAJOR SECTIONS--(1) THE PRODUCTION POSSIBILITY CURVE WAS USED TO DEMONSTRATE THE PROBLEM OF RESOURCE ALLOCATION BETWEEN THE PUBLIC AND PRIVATE SECTORS, (2) STATE AND LOCAL REVENUES WERE EXAMINED IN TERMS OF FISCAL CAPACITY AND TAX EFFORT, AND (3) EXPENDITURES ON SELECTED FUNCTIONS OF GOVERNMENT IN OKLAHOMA WERE COMPARED WITH EXPENDITURES OF SELECTED STATES AND WITH THE NATIONAL AVERAGE. OKLAHOMA WAS FOUND TO HAVE A RELATIVELY LOW FISCAL CAPACITY BUT A STRONG TAX EFFORT. FINDINGS FURTHER INDICATED THAT (1) EXPENDITURES ON EDUCATION WERE BELOW THE AVERAGES FOR THE FOUR-STATE REGION INCLUDING ARIZONA, NEW MEXICO, OKLAHOMA, AND TEXAS AND THE NATION, (2) EXPENDITURES ON HIGHWAYS WERE ABOUT EQUAL TO THE NATIONAL

AVERAGE AND SLIGHTLY BELOW THE AVERAGE FOR THE FOUR-STATE REGION, AND (3) PER-CAPITA STATE AND LOCAL EXPENDITURES ON PUBLIC WELFARE WAS HIGH. A MORE THOROUGH STUDY OF THE STATE'S FISCAL STRUCTURE WAS RECOMMENDED. (HW)

ED011130 EA000211
KENOSHA, WISCONSIN, WHEN COMMUNICATION BETWEEN A FISCALLY DEPENDENT SCHOOL BOARD AND COMMUNITY BREAKS DOWN. REPORT OF AN INVESTIGATION. BARR, W. MONTFORT; AND OTHERS, OCT66, 43P.

A SCHOOL BUDGET CONTROVERSY IN KENOSHA, WISCONSIN, STIMULATED AN NEA-WEA SPECIAL COMMITTEE STUDY OF THE CONTROVERSY, THE COMMUNITY, THE CITY GOVERNMENT, AND THE SCHOOL SYSTEM. SCHOOL FINANCES AND THE DEVELOPMENT OF DISAGREEMENT BETWEEN THE BOARD OF EDUCATION AND THE CITY COUNCIL WERE CHRONOLOGICALLY TRACED. COMMUNICATION BREAKDOWN BETWEEN THE BOARD OF EDUCATION AND THE CITY COUNCIL WAS PERCEIVED TO BE THE MAJOR CAUSE OF THE CONTROVERSY. THE SPECIAL COMMITTEE, CENTERING UPON THIS PROBLEM, RECOMMENDED THAT (1) DESTRUCTIVE CRITICISM BETWEEN SCHOOL AND COMMUNITY AGENCIES MUST CEASE, (2) THE CENTRAL ADMINISTRATION, WITH ITS MORE PROFESSIONAL TRAINING, MUST ASSUME FULL RESPONSIBILITY FOR DETERMINING FUNDS NEEDED TO SUPPORT A QUALITY EDUCATION PROGRAM, (3) AN IN-DEPTH STUDY OF DISTRICT NEEDS AND RESOURCES SHOULD BE MADE BY SPECIALISTS, (4) AN ORGANIZED SYSTEM OF INFORMATION DISSEMINATION SHOULD BE ESTABLISHED, (5) WRITTEN POLICIES OF THE BOARD AND THE CENTRAL ADMINISTRATION SHOULD BE REEXAMINED AND SHOULD CLEARLY DELINEATE RESPONSIBILITIES OF THE VARIOUS AGENCIES, (6) A COMMITTEE OF CITIZENS AND OFFICIALS SHOULD EXAMINE RECOMMENDATIONS FOR SCHOOL DISTRICT REORGANIZATION, AND (7) EACH GROUP MUST FULFILL ITS RESPONSIBILITIES AND WORK TO FOSTER GOOD INTERACTION WITH OTHER GROUPS. THE COMMITTEE CONCLUDED THAT KENOSHA CHILDREN WERE RECEIVING ABOVE-AVERAGE EDUCATIONAL OPPORTUNITIES. (HM)

ED011133 EA000317
HIGH SCHOOLS IN THE SOUTH, A FACT BOOK. 66, 285P.

THIS STUDY INVESTIGATED 4,776 HIGH SCHOOLS WITH AN ENROLLMENT OF 2,318,449 STUDENTS, 98,805 CLASSROOM TEACHERS, AND 4,658 PRINCIPALS IN 11 SOUTHERN STATES TO ASSESS THE EFFECTIVENESS OF SECONDARY PUBLIC EDUCATION IN THE REGION. THE INVESTIGATION WAS LIMITED TO OBJECTIVE AND QUANTIFIED DATA ON RECORD IN THE 11 STATE DEPARTMENTS OF EDUCATION REGARDING SCHOOL SIZE, INSTRUCTIONAL PERSONNEL, FINANCE, AND SCHOOL PROGRAMS. THE EFFECTIVENESS OF A SCHOOL DEPENDED UPON ITS ABILITY TO FULFILL THE CRITERIA DETERMINED TO BE INDICATIVE OF EDUCATIONAL EFFECTIVENESS--(1) HIGH SCHOOL TEACHERS SHOULD HOLD AT LEAST A MASTER'S DEGREE AND TEACH SUBJECTS IN WHICH THEY ARE CERTIFIED, (2) HIGH SCHOOL FACULTIES SHOULD BE BALANCED WITH BOTH EXPERIENCED AND INEXPERIENCED MALE AND FEMALE TEACHERS, (3) THE SALARY SCHEDULE SHOULD BE COMPETITIVE WITH OTHER HIGH SCHOOLS IN THE NATION, (4) HIGH SCHOOL SIZE SHOULD RANGE FROM 800 TO 1200 STUDENTS AND CLASS SIZE SHOULD AVERAGE 25 STUDENTS, AND (5) A TEACHING LOAD OF 150 PUPILS PER DAY OR 750 PUPILS PER WEEK SHOULD BE THE MAXIMUM TEACHING LOAD ASSIGNED. THE STUDY INDICATED THAT (1) MEDIAN SOUTHERN HIGH SCHOOLS PROVIDED INSUFFICIENT CURRICULAR OFFERINGS, (2) THE HIGH SCHOOLS VARIED IN SIZE, AND (3) QUALIFICATIONS AND WORKING CONDITIONS OF INSTRUCTIONAL PERSONNEL WERE LOW. STATE AND REGIONAL STATISTICAL DATA ARE INCLUDED IN THE DOCUMENT. THIS DOCUMENT IS ALSO AVAILABLE FROM THE CENTER FOR SOUTHERN EDUCATION STUDIES, BOX 164, GEORGE PEABODY COLLEGE FOR TEACHERS, NASHVILLE, TENNESSEE 37203, FOR $5.00. (GB)

ED011134 EA000318
SCHOOL SIZE AND PROGRAM QUALITY IN SOUTHERN HIGH SCHOOLS. JAN66, 65P.

SCHOOL SIZE AND ORGANIZATIONAL PATTERNS WERE INVESTIGATED AND DETERMINED TO BE BASIC INFLUENCES AFFECTING THE QUALITY OF SECONDARY EDUCATION IN 11 SOUTHERN STATES. DATA WERE OBTAINED FROM OFFICIAL RECORDS FOR THE 1962-63 SCHOOL YEAR ON FILE IN STATE DEPARTMENTS OF EDUCATION IN EACH OF THE 11 STATES. DATA AREAS UTILIZED WERE (1) EXTENT OF CURRICULAR OFFERINGS, (2) QUALITY OF INSTRUCTIONAL PERSONNEL, (3) TEACHING LOAD, AND (4) SCHOOL SIZE AND ORGANIZATIONAL PATTERN. THE FINDINGS OF THE STUDY SUGGESTED THAT SCHOOLS WITH AN ENROLLMENT OF UNDER 500 OFFERED FEWER SUBJECT AREAS, FEWER COURSES PER SUBJECT AREA, AND FEWER TOTAL COURSES. TEACHERS IN SCHOOLS WITH AN ENROLLMENT GREATER THAN 500 WERE BETTER TRAINED AND THEIR TEACHING LOAD WAS MORE DESIRABLE. TEACHING EXPERIENCE WAS THE ONLY CRITERION CONSIDERED WHICH DID NOT JUSTIFY THE SUPERIORITY OF LARGE SCHOOLS, SINCE LENGTH OF EXPERIENCE WAS NOT FOUND TO BE RELATED TO SCHOOL SIZE OR ORGANIZATIONAL PATTERN. FINALLY, SCHOOL SIZE AND ORGANIZATIONAL PATTERN WERE INVERSELY RELATED (AS SCHOOL SIZE INCREASED, THE GRADE SPAN OF THE ORGANIZATIONAL PATTERN DECREASED) AND INSTRUCTIONAL PROGRAM ADEQUACY WAS A FUNCTION OF BOTH. THIS DOCUMENT IS ALSO AVAILABLE FROM THE CENTER FOR SOUTHERN EDUCATION STUDIES, BOX 164, GEORGE PEABODY COLLEGE FOR TEACHERS, NASHVILLE, TENNESSEE 37203, FOR $1.50. (GB)

ED011135 EA000325
A COMPARATIVE STUDY OF INCONSISTENT VOTER BEHAVIOR IN SCHOOL BUDGET ELECTIONS. PATTERSON, WADE N.; SCHOONHOVEN, JOHN VAN, NOV66, 43P.

QUESTIONNAIRES WERE SENT TO A 10 PERCENT SAMPLE OF INCONSISTENT VOTERS IN TWO OREGON PUBLIC SCHOOL DISTRICTS WHO HAD NOT VOTED IN A PREVIOUS, UNSUCCESSFUL SCHOOL BUDGET ELECTION, BUT WHO HAD VOTED IN A SUBSEQUENT SUCCESSFUL ELECTION. DESPITE DEMOGRAPHIC DIFFERENCES BETWEEN THE DISTRICTS IN LEVEL OF SCHOOLING COMPLETED, OCCUPATION, INCOME, PERIOD OF RESIDENCE, POLITICAL AFFILIATION, AND RELIGIOUS PREFERENCE, REASONS FOR VOTING POSITIONS WERE SIMILAR IN BOTH DISTRICTS. APPROXIMATELY THREE-FIFTHS OF THE VOTERS FELT THEIR SUPPORT WAS NEEDED OR RECOGNIZED THE VALUE OF EDUCATION. IN EACH DISTRICT ONE-FOURTH OF THE VOTERS ATTRIBUTED THEIR FAILURE TO VOTE TO FORGETTING OR TO BEING UNAWARE OF THE ELECTION. A MAJORITY IN BOTH DISTRICTS FELT THEY HAD A LEGITIMATE REASON FOR NOT VOTING PREVIOUSLY AND SEEMED DETERMINED TO UTILIZE THEIR VOTE TO AFFECT THE FINAL OUTCOME. STATISTICALLY SIGNIFICANT DIFFERENCES WERE NOTED IN BOTH DISTRICTS BETWEEN POSITIVE VOTING AND VOTERS WITH CHILDREN IN SCHOOL AND MORE COMPLETED YEARS OF SCHOOLING. SIGNIFICANT FINDINGS IN ONE DISTRICT (NOT SUPPORTED BY THE SECOND DISTRICT) RELATED POSITIVE VOTING TO (1) PERSONS UNDER 45 YEARS OF AGE, (2) LEVEL OF OCCUPATIONAL SKILL, (3) SPOUSES AS INCOME PRODUCERS, AND (4) FAMILY INCOMES OVER $5,000. (HM)

ED011136 EA000332
FINAL REPORT OF THE EDUCATION IMPROVEMENT ADVISORY COMMISSION. 66, 92P.

RECOMMENDATIONS ARE MADE FOR IMPROVEMENT IN EIGHT MAJOR AREAS OF OREGON EDUCATION--(1) SPECIAL EDUCATION, (2) VOCATIONAL EDUCATION, (3) FINANCE, (4) INSERVICE EDUCATION, (5) THE ROLE OF COMMUNITY COLLEGES, (6) RESEARCH AND DEVELOPMENT, (7) SCHOOL DISTRICT ORGANIZATION, AND (8) TEACHER EDUCATION. AN ANALYSIS OF OPINIONNAIRES RECEIVED FROM A REPRESENTATIVE SAMPLE OF THE PEOPLE OF OREGON IS INCLUDED. (HW)

ED011138 EA000336
THE EFFECT OF SCHOOL DISTRICT SIZE UPON SCHOOL COSTS, POLICY RECOMMENDATIONS FOR THE STATE OF NEW YORK. 66, 44P.

THE EFFECT OF SCHOOL DISTRICT SIZE UPON SCHOOL COSTS WAS INVESTIGATED. FINDINGS INDICATED THAT (1) THE SIZE OF THE SCHOOL DISTRICT POPULATION WAS DIRECTLY RELATED TO POTENTIAL EFFICIENCY, (2) VERY SMALL OR VERY LARGE DISTRICTS WERE ADVERSELY AFFECTED BY SIZE, AND (3) DISTRICTS WITH A TOTAL POPULATION BETWEEN 20 AND 50 THOUSAND WERE NOT ADVERSELY AFFECTED. RECOMMENDATIONS WERE THAT (1) GENERAL AID FORMULA CHANGES BE KEPT WITHIN THE SHARED-COST PHILOSOPHY, (2) POORLY ORGANIZED DISTRICTS BE ELIMINATED THROUGH CONSOLIDATION, (3) INTERMEDIATE DISTRICTS BE DEVELOPED, (4) ARTIFICIAL PROPERTY TAX LIMITATIONS IN CITIES BE REMOVED OR ENLARGED, (5) EXISTING DENSITY CORRECTION BE REPLACED WITH THE LINDMAN POPULATION FACTOR, (6) HIGH SCHOOL WEIGHT FACTOR BE REVIEWED, AND (7) SPECIAL AIDS AT 100 PERCENT OF PROGRAM COST BE APPLIED. (HW)

ED011140 EA000346
EQUALITY OF EDUCATIONAL OPPORTUNITY (IN THE NORTH), A REVIEW OF SOME PERTINENT DATA. 27SEP66 9P.

TWELFTH- AND SIXTH-GRADE DATA FROM A STUDY BY JAMES S. COLEMAN WERE USED TO ANSWER QUESTIONS ABOUT THE EQUALITY OF EDUCATION IN THE NORTH. THE MORE IMPORTANT QUESTIONS POSED WERE--(1) IS THERE AN INSTRUCTIONAL COST DIFFERENTIAL DUE TO RACE, (2) WHAT IS THE PROPORTION OF WHITES IN CLASSES COMPOSED OF BOTH NEGROES AND WHITES, AND (3) ARE THERE REAL DIFFERENCES BETWEEN WHITE AND NEGRO ACHIEVEMENT. THE STUDY SHOWED THAT (1) MONEY SPENT FOR THE PRIMARY AND SECONDARY EDUCATION OF NEGRO CHILDREN WAS GREATER THAN FOR WHITE CHILDREN, (2) THE RANGE OF EXPENDITURES ON WHITES WAS GREATER THAN FOR NEGROES, (3) NEGROES WERE MORE SEGREGATED IN ELEMENTARY SCHOOLS THAN IN SECONDARY, (4) BOTH NEGROES AND WHITES TENDED TO DO BETTER IN CLASSES WITH A HIGHER PROPORTION OF WHITE STUDENTS, (5) NONVERBAL, VERBAL, READING, MATHEMATICS, SELF-CONCEPT, AND CONTROL OF ENVIRONMENT VARIABLES WERE HIGHLY CORRELATED WITH ACHIEVEMENT, (6) NEGROES WERE BEHIND WHITES IN EDUCATION DESPITE THE FACT THAT THE UPPER ABILITY LEVELS OF THE TWO GROUPS WERE SIMILAR, AND (7) SCHOOL HAD A GREATER EFFECT ON YOUNGER CHILDREN THAN ON OLDER. THE ESTABLISHMENT OF PRESCHOOLS, BUSING, AND TRACKING WAS RECOMMENDED. (HW)

ED011141 EA000353
A PILOT PLAN FOR EDUCATIONAL LEADERSHIP IN RHODE ISLAND, THE DEVELOPMENT OF A MODEL FOR PUBLIC SCHOOL DISTRICT ORGANIZATION IN A REGION OF RHODE ISLAND. OSTRANDER, RAYMOND H.; AND OTHERS, 67, 54P.

A MODEL FOR PUBLIC SCHOOL DISTRICT ORGANIZATION IN RHODE ISLAND IS PROPOSED AS A PILOT PLAN FOR EDUCATION LEADERSHIP. SEVEN SCHOOL COMMITTEES AND FIVE SUPERINTENDENTS ARE ADMINISTERING THE SEVEN RHODE ISLAND DISTRICTS WHICH COVER AN AREA OF 22 SQUARE MILES. THIS DIFFUSION OF EDUCATIONAL RESOURCES WITHIN THE SMALL AREA AFFECTS THE EXTENT TO WHICH THE SYSTEMS CAN FULFILL DESIRED OBJECTIVES AND PROHIBITS AN OPTIMUM BALANCE BETWEEN INVESTMENT AND RETURN. IN AN ATTEMPT TO REMEDY THIS PROBLEM, A BOSTON UNIVERSITY SURVEY TEAM DEVELOPED A MODEL, WHICH RECOMMENDED THAT THE STATE BOARD OF EDUCATION ESTABLISH A PILOT EDUCATIONAL LEADERSHIP CENTER TO PROVIDE SERVICES NOT READILY AVAILABLE TO THE SEPARATE DISTRICTS, SUCH AS ELECTRONIC DATA PROCESSING AND MENTAL HEALTH SERVICES. THE CENTER IS TO SERVE AS A SOURCE OF EDUCATIVE RESOURCES AND IS TO BE ADMINISTERED BY A FULL-TIME EDUCATION-

AL DEVELOPMENT ADVISER. THE PLAN AVOIDS DISRUPTION OF LOCAL AUTONOMY AND SECURES THE BENEFITS OF A LARGER, SPECIALIZED DISTRICT. (GB)

ED011143 EA000371
RELIGIOUS CORRELATES OF SCHOOL EXPENDITURES. 11FEB65, 13P.

THE HYPOTHESIS THAT PUBLIC EDUCATIONAL EXPENDITURES ARE RELATED TO THE RELIGIOUS COMPOSITION OF A COMMUNITY WAS TESTED STATISTICALLY. EIGHTEEN RANDOMLY SELECTED SAN FRANCISCO BAY AREA SCHOOL DISTRICTS FROM A TOTAL OF 130 HAVING MORE THAN 300 PUPILS IN ADA WERE USED FOR THE STUDY. QUESTIONNAIRES ON RELIGIOUS PREFERENCES WERE SENT TO 50 RANDOMLY SELECTED VOTERS IN EACH DISTRICT. NINETY-ONE PERCENT USABLE RESPONSES WERE RECORDED. THE DATA WERE EVALUATED BY A MULTIPLE REGRESSION ANALYSIS AND TESTED FOR SIGNIFICANCE BY USING A "T" TEST. A MULTIPLE CORRELATION COEFFICIENT PROVIDED A MEASURE OF THE USEFULNESS OF THE REGRESSION EQUATION FOR PREDICTING THE CRITERION VARIABLE. INDEPENDENT VARIABLES FOUND TO BE MOST RELATED TO EDUCATIONAL EXPENDITURES WERE THE PERCENTAGE (IN THE COMMUNITY) OF (1) CATHOLIC, (2) PROTESTANT-NURTURE, (3) PROTESTANT-CONVERSION, AND (4) MISCELLANEOUS. THIS STUDY MAKES FOUR CONTRIBUTIONS TO THE UNDERSTANDING OF DETERMINANTS OF SCHOOL EXPENDITURES--(1) UTILIZATION OF A VARIABLE NOT PREVIOUSLY EXAMINED, (2) EMPLOYMENT OF A METHOD OF DATA COLLECTION USEFUL FOR FUTURE STUDIES, (3) CATEGORIZATION OF RELIGIOUS DENOMINATIONS INTO VARIABLES WHICH CAN BE EXAMINED STATISTICALLY, AND (4) INITIAL STATISTICAL EXAMINATION OF THESE VARIABLES. THIS PAPER WAS PREPARED FOR THE AMERICAN EDUCATIONAL RESEARCH ASSOCIATION (CHICAGO, FEBRUARY 11, 1965). (HW)

ED011144 EA000372
MEASUREMENT OF STATE EFFORT TO SUPPORT PUBLIC EDUCATION. 06APR65, 25P.

A NEW FORMULA FOR MEASURING STATE EFFORT TO SUPPORT PUBLIC EDUCATION WAS PRESENTED IN THIS PAPER. THE MEASURE USED FOR EXPENDITURES RELATED TO CURRENT EXPENDITURES OF PUBLIC ELEMENTARY AND SECONDARY SCHOOLS FOR GENERAL CONTROL, INSTRUCTIONAL SERVICE, OPERATION, MAINTENANCE, AND FIXED CHARGES AT STATE, INTERMEDIATE, AND LOCAL LEVELS OF ADMINISTRATION. PERSONAL INCOME, DEFINED AS THE MEASURE OF CURRENT INCOME RECEIVED FROM ALL SOURCES DURING THE CALENDAR YEAR BY THE RESIDENTS OF EACH STATE, WAS USED FOR FISCAL ABILITY. THREE DIFFERENT MEASURES FOR ALLOCATION FACTORS WERE USED FOR EACH STATE--(1) A CONSTANT EQUAL TO THE NATIONAL AVERAGE PERCENT OF INCOME DEVOTED TO EDUCATION, (2) ASSUMED ALLOCATION PROPORTIONAL TO THE RATIO OF PUBLIC SCHOOL CHILDREN TO TOTAL POPULATION IN A STATE, AND (3) THEORETICAL DIVISION OF A STATE'S TOTAL FISCAL ABILITY BETWEEN SCHOOLS AND ALL OTHER PURPOSES (INCLUDING FEEDING, CLOTHING, AND HOUSING THE TOTAL POPULATION OF THE STATE) IN PROPORTION RESPECTIVELY TO PUBLIC SCHOOL ATTENDANCE AND TOTAL POPULATION. THE THREE MEASURES OF EFFORT OBTAINED FOR EACH STATE WERE ADJUSTED PROVIDING A NATIONAL AVERAGE INDEX OF "1" FOR EACH OF THE THREE INDEXES. INDEXES LARGER THAN 1 REVEALED THAT A STATE WAS EXERTING GREATER THAN THE NATIONAL AVERAGE AND CONVERSELY, INDEXES OF LESS THAN "1" INDICATED THAT A STATE WAS NOT EXERTING UP TO THE NATIONAL AVERAGE. THE RESULTS SHOWED THE MEASURES OF EFFORT VARY GREATLY ACCORDING TO THE DEFINITION OF EFFORT. THIS PAPER WAS PREPARED FOR THE ANNUAL MEETING OF THE COMMITTEE ON EDUCATIONAL FINANCE, NATIONAL EDUCATION ASSOCIATION (CHICAGO, APRIL 6, 1965). (HW)

ED011145 EA000373
PROGRAM BUDGETING FOR EDUCATION. 19MAY66, 44P.

THE APPLICATION OF PROGRAM BUDGETING TO EDUCATION IS RECOMMENDED. A NATIONAL-LEVEL PROGRAM BUDGET EXAMPLE IS PRESENTED, WITH SUGGESTIONS FOR OBTAINING MORE EFFECTIVE MANAGEMENT OF EDUCATION. FINANCING OF EDUCATION IN THE UNITED STATES IS CURRENTLY UNDERTAKEN BY MORE THAN 40 AGENCIES OF THE FEDERAL GOVERNMENT, 50 STATE GOVERNMENTS, AND MORE THAN 30,000 SCHOOL DISTRICTS. EFFICIENT AND EQUITABLE PLANNING AND BUDGETING IS THUS A FORMIDABLE TASK. FURTHER RESEARCH AND DEVELOPMENT IN PROGRAM BUDGETING IS SUGGESTED TO INCLUDE (1) EXPLICIT DELINEATION OF GOALS, (2) BETTER IDENTIFICATION, MEASURING AND PACKAGING OF COSTS AND BENEFITS, (3) DEVELOPMENT OF BACKUP ADMINISTRATIVE ORGANIZATION, AND (4) MORE ATTENTION TO FUTURE ENVIRONMENTS. THE REPORT RECOMMENDS THE ESTABLISHMENT OF A FEDERAL DEPARTMENT OF EDUCATION. THIS PAPER WAS PRESENTED AT THE NATIONAL MEETING OF THE OPERATIONS RESEARCH SOCIETY OF AMERICA (29TH, SANTA MONICA, MAY 19, 1966). (HW)

ED011148 EC000017
HOW MICHIGAN SERVES THE MENTALLY HANDICAPPED, FACTS ABOUT THE ADMINISTRATION OF THE MICHIGAN PROGRAM. AUG66,

APPROXIMATELY 68 PERCENT OF THE MENTALLY HANDICAPPED CHILDREN ELIGIBLE FOR SERVICES BY THE PUBLIC SCHOOLS IN MICHIGAN ARE BEING SERVED. MICHIGAN'S STATE PROGRAM SERVES MORE THAN 30,000 MENTALLY RETARDED CHILDREN. PROVISIONS FOR EDUCABLE AND TRAINABLE MENTALLY RETARDED CHILDREN INCLUDE (1) EDUCABLE SPECIAL CLASSES, (2) CONSULTANTS WHO WORK WITH EDUCABLE MENTALLY RETARDED CHILDREN ENROLLED IN REGULAR CLASSES, (3) TRAINABLE SPECIAL CLASSES, AND (4) INTERMEDIATE SCHOOL DISTRICT PROGRAMS FOR TRAINABLE MENTALLY RETARDED CHILDREN. TRAINABLE CLASSES ARE PERMISSIBLE IF THE SCHOOL DISTRICT PROVIDES FOR EDUCABLE RETARDED CHILDREN. TWO STATE AID MEMBERSHIPS ARE PAID FOR EACH CHILD (UP TO 15 CHILDREN PER TEACHER), UP TO 75 PERCENT OF THE COST OF THE PROGRAM. STATE AID TO SCHOOL DISTRICTS INCLUDES REIMBURSEMENT FOR TRANSPORTATION, TUITION, BOARD AND ROOM, AND SUMMER PROGRAMS. TEACHERS OF MENTALLY RETARDED CHILDREN MUST BE STATE CERTIFIED. TEMPORARY CERTIFICATION MAY BE GRANTED. (DE)

ED011149 EC000018
ADMINISTRATIVE GUIDE FOR ESTABLISHING SPECIAL EDUCATION PROGRAMS AND SPECIAL SERVICES FOR EXCEPTIONAL CHILDREN. 66, 5P.

REQUIREMENTS FOR ESTABLISHING SPECIAL PROGRAMS AND SERVICES ARE PRESENTED IN CHART FORM. SUCH DIFFERENT TYPES OF PROGRAMS AS SPECIAL CLASSES AND ITINERANT PROGRAMS FOR PHYSICALLY AND MENTALLY HANDICAPPED, AS WELL AS THE VARIOUS REQUIREMENTS AND REGULATIONS. (VO)

ED011150 EC000019
A GUIDE TO THE ESTABLISHMENT OF A SPEECH AND HEARING PROGRAM. JUL65, 9P.

BEFORE A SPEECH PROGRAM IS ESTABLISHED, IT IS IMPORTANT TO DETERMINE THE NEED, PREPARE THE COMMUNITY, LEARN ABOUT STATE REGULATIONS, SECURE A THERAPIST, AND PROVIDE ADEQUATE FACILITIES. GUIDELINES AND CONSULTANT SERVICES ARE AVAILABLE FROM A STATE AGENCY. (MK)

ED011187 JC660013
FACTORS IN FUTURE DISTRICT ORGANIZATION. MAY65, 61P.

CALIFORNIA HAS ACCEPTED THE CONCEPT THAT ALL SCHOOL DISTRICTS ARE TO BE INCLUDED IN JUNIOR COLLEGE DISTRICTS. THIS STUDY DETERMINED WHAT EFFECT ANY CHANGE IN THE TERRITORY NOW INCLUDED IN THE CITRUS JUNIOR COLLEGE DISTRICT WOULD HAVE UPON THE SCHOOL'S ENROLLMENTS, BUILDING PROGRAM, AND FINANCIAL STRUCTURE. TOTAL ENROLLMENT IN THE COLLEGE, 1963-64, WAS 4,592. INCREASES IN ENROLLMENT ARE ANTICIPATED IN APPROXIMATELY 500-STUDENT ANNUAL INCREMENTS. BIRTH RATE AND EXPANSION OF THE CITRUS COLLEGE PROGRAM APPEAR TO ACCOUNT FOR THE RISE. THE DATA PRESENTED INDICATE THAT BOTH THE DUARTE AND MONROVIA UNIFIED SCHOOL DISTRICTS WOULD BEST BE SERVED BY BECOMING A PART OF THE CITRUS JUNIOR COLLEGE DISTRICT. APPROXIMATELY HALF OF THE JUNIOR COLLEGE STUDENTS OF THESE TWO DISTRICTS ARE ALREADY ATTENDING CITRUS COLLEGE. AS A CONDITION OF ANNEXATION, THE BONDED INDEBTEDNESS OF THE CITRUS COLLEGE DISTRICT SHOULD BE ASSUMED BY EACH OF THE ANNEXING TERRITORIES. IN ADDITION, CITRUS DISTRICT IS DECREASING IN RELATIVE WEALTH PER ADA AND HAS AN INCREASING RELIANCE ON STATE AID. INCLUDED IN THIS STUDY ARE FREQUENCY TABLES SHOWING ADA, ENROLLMENT PROJECTIONS, FINANCIAL COMPILATIONS, AND TUITION COSTS. (HS)

ED011197 JC660201
AN EVALUATION OF THE TUITION FREE PRINCIPLE IN CALIFORNIA PUBLIC HIGHER EDUCATION. SPALDING, WILLARD B.; AND OTHERS, MAY65, 54P.

THE FREE TUITION POLICY OF UNIVERSITIES AND STATE COLLEGES IN CALIFORNIA HAS BEEN QUESTIONED IN RECENT YEARS, AND BILLS HAVE BEEN INTRODUCED FOR A DEFERRED TUITION PROGRAM. THIS REPORT EVALUATES THE CONCEPT OF FREE TUITION IN TERMS OF FINANCIAL ACCESSIBILITY AND MOTIVATION, AND ECONOMIC BENEFIT FROM INCREASED INDIVIDUAL EARNING POWER. QUESTIONNAIRE DATA FROM 6,200 PUBLIC AND PRIVATE COLLEGE STUDENTS WERE COMBINED WITH ADDITIONAL FINANCIAL RESEARCH. THE IMPACT OF TUITION ON ENROLLMENT, INSTITUTIONAL INCOME, SOCIAL COMPOSITION, AND PRIVATE SCHOOLS IS CONSIDERED. STUDY OF ALTERNATIVE POLICIES AND PROCEDURES CONCLUDES WITH THE FOLLOWING SUMMARY--ACCESSIBILITY OF HIGHER EDUCATION AND INCREASED TRAINED MANPOWER HAVE NOT BEEN FULLY ACHIEVED BY TUITION-FREE EDUCATION, FINANCIAL NEED CONTRIBUTES TO CALIFORNIA'S LACK OF SUCCESS IN INDUCING HIGH SCHOOL GRADUATES TO ACHIEVE DEGREES, ALTERNATIVES MIGHT BE TO CONTINUE TUITION-FREE POLICY FOR THE JUNIOR COLLEGE, WHILE INSTITUTING TUITION FOR THE TWO 4-YEAR SEGMENTS WITH EXEMPTIONS FOR NEEDY PERSONS, THE PRESENT STATE SCHOLARSHIP PROGRAM SHOULD BE AUGMENTED BY A DEFERRED TUITION REPAYMENT PROGRAM BASED ON FUTURE EARNING CAPACITY WITH A MASSIVE STATE LOAN PROGRAM, CONTINUATION OF FREE TUITION WAS CONSIDERED WITH SIMILAR MODIFICATIONS AND REVISION OF TAX STRUCTURE. TUITION RATES AND REVENUE USES ARE SUGGESTED. APPENDIXES PRESENT DOCUMENTATION OF ARGUMENTS. (DE)

ED011205 RC000197
RURAL EDUCATION IN TRANSITION, A STUDY OF TRENDS AND PATTERNS IN LOUISIANA. BERTRAND, ALVIN L.; SMITH, MARION B., DEC63, 25P.

POPULATION TRENDS, DEFINED AS DISTRIBUTION, COMPOSITION, AND CHANGES IN NUMBERS WERE DETERMINED IN THIS DOCUMENT FOR THE STATE OF LOUISIANA. DATA WERE GATHERED FROM PUBLICATIONS OF THE BUREAU OF THE CENSUS, THE LOUISIANA STATE DEPARTMENT OF EDUCATION, AND QUESTIONNAIRE RESPONSES OF HIGH SCHOOL JUNIORS AND SENIORS IN SELECTED SAMPLE SCHOOLS.

THE EFFECT OF RURAL POPULATION TRENDS ON RURAL EDUCATION WAS EMPHASIZED. CURRICULUMS OF RURAL SCHOOLS AND QUALIFICATIONS OF RURAL SCHOOL TEACHERS WERE DISCUSSED. ALSO INCLUDED WAS A 1959 CASE STUDY OF RURAL SCHOOLS IN A FRENCH CULTURE PARISH AND A NONFRENCH CULTURE PARISH. THE DOCUMENT CONCLUDED THAT (1) DEFICITS IN THE QUALITY OF EDUCATION AND THE NEED FOR ADDITIONAL TEACHERS AND CLASSROOMS WOULD NOT BE A SERIOUS PROBLEM OF LOUISIANA RURAL SCHOOLS IN THE NEAR FUTURE, (2) SCHOOL ATTENDANCE WAS NO LONGER A PROBLEM, (3) RURAL SCHOOLS WERE NOT SERVING A POPULATION THAT WAS PLANNING FOR CAREERS IN AGRICULTURE, AND (4) FAMILIARITY WITH RAPID CHANGING POPULATION AND SOCIOCULTURAL PATTERNS WAS NECESSARY FOR PERSONS CONCERNED WITH RURAL EDUCATION PLANNING. (FS)

ED011206 RC000200
INNOVATIONS FOR INSTRUCTIONAL IMPROVEMENT. CUSHMAN, M.L.; STURGES, A.W., SEP65, 59P.

THE CATSKILL AREA PROJECT IN SMALL SCHOOL DESIGN, THE ROCKY MOUNTAIN AREA PROJECT FOR SMALL HIGH SCHOOLS, THE WESTERN STATES SMALL SCHOOLS PROJECT, AND THE TEXAS SMALL SCHOOLS PROJECT ARE DESCRIBED AND COMPARED. FINANCIAL SUPPORT COMPARISONS ARE MADE. METHODS OF IMPROVING INSTRUCTION ARE DIVIDED INTO TEACHER-CENTERED AND ADMINISTRATOR-CENTERED ACTIVITIES. TEACHER-CENTERED ACTIVITIES INCLUDE MULTIPLE CLASSES, TEAM TEACHING, USE OF TEACHER'S AIDES, SHARED SERVICES, MODIFICATION OF FACILITIES, AND THE USE OF PROGRAMED MATERIALS. ADMINISTRATOR-CENTERED ACTIVITIES INCLUDE FLEXIBLE SCHEDULING, USE OF SPECIAL MATERIALS, INSERVICE TRAINING, NONGRADING PROCEDURES, TECHNOLOGICAL DEVELOPMENTS, AND CURRICULAR CHANGES. IMPLICATIONS FOR CHANGE LISTED ARE (1) A REGIONAL CONCEPT OF PROJECTS, (2) CENTRALIZED FINANCIAL ASSISTANCE, (3) CONCENTRATION IN SPECIFIC AREAS BY A PROJECT, (4) SOUND FINANCING AND ORGANIZATION, (5) LIMITED MEMBERSHIP PER PROJECT, AND (6) COOPERATION WITH STATE DEPARTMENTS OF EDUCATION FOR IMPROVEMENT OF THESE PROJECTS. A BIBLIOGRAPHY IS INCLUDED. (FS)

ED011274 UD002177
COMPENSATORY EDUCATION FOR THE DISADVANTAGED, PROGRAMS AND PRACTICES--PRESCHOOL THROUGH COLLEGE. GORDON, EDMUND W.; WILKERSON, DOXEY A., 66, 309P.

THE DISADVANTAGED POPULATION IS IDENTIFIED AND SPECIFIC COMPENSATORY EDUCATION PROGRAMS ARE DESCRIBED IN THIS COMPENDIUM, ANALYSIS, AND CRITICAL EVALUATION OF COMPENSATORY EDUCATION IN THE UNITED STATES. SUBJECTS SPECIFICALLY DISCUSSED ARE--(1) THE STATUS OF COMPENSATORY EDUCATION, (2) INNOVATIONS IN SCHOOL PROGRAMS AND STAFFING PATTERNS, (3) EXTENDED SCHOOL SERVICES, (4) PARENT AND COMMUNITY INVOLVEMENT, AND (5) COMPENSATORY PRACTICES IN COLLEGES AND UNIVERSITIES. A CRITIQUE OF COMPENSATORY EDUCATION EXAMINES THE PROBLEMS IN EVALUATING PROGRAMS, ASSESSES MAJOR DEVELOPMENTS, AND OFFERS SOME PROMISING GUIDELINES FOR CONDUCTING THESE PROGRAMS. A 101-PAGE "DIRECTORY OF COMPENSATORY PRACTICES, "ARRANGED BY STATE, OUTLINES PAST AND PRESENT PROGRAMS GIVING SPECIFIC LOCATIONS, DATES, DESCRIPTION, COST-PER-PUPIL, SPONSORING GROUPS, INFORMATION ABOUT STAFF AND SERVICES, AND WHERE TO WRITE FOR INFORMATION. THIS DOCUMENT IS ALSO AVAILABLE FROM THE COLLEGE ENTRANCE EXAMINATION BOARD, PUBLICATIONS ORDER OFFICE, BOX 592, PRINCETON, NEW JERSEY 08540, FOR $4.50. (NC)

ED011282 VT000015
HIGH SCHOOL PRINCIPALS' PERCEPTIONS OF ASSISTANCE NEEDED IN ORDER TO DEVELOP MORE ADEQUATE PROGRAMS FOR EMPLOYMENT-BOUND YOUTH. OLLENBURGER, ALVIN; WENRICH, RALPH C., DEC63. 52P.

QUESTIONNAIRES WERE SENT TO PRINCIPALS OF LARGE HIGH SCHOOLS IN MICHIGAN TO DETERMINE THE KINDS OF FEDERAL AND STATE ASSISTANCE THEY WOULD CONSIDER MOST HELPFUL IN DEVELOPING AND OPERATING SPECIAL PROGRAMS AND SERVICES FOR EMPLOYMENT-BOUND YOUTH. RESPONSES WERE RECEIVED FROM 123, OR 98.4 PERCENT. QUESTIONS COVERED SIX AREAS OF ACTIVITY--(1) EXAMINING THE GOALS OF THE SCHOOL AND EVALUATING THE OFFERINGS AVAILABLE TO EMPLOYMENT-BOUND YOUTH, (2) ASSESSING THE NEEDS OF IN-SCHOOL AND OUT-OF-SCHOOL YOUTH AND THE NEEDS OF EMPLOYERS, (3) DEVELOPING NEW PROGRAMS TO MEET THE NEEDS OF YOUTH AND EMPLOYERS, (4) OPERATING SPECIALIZED PROGRAMS DESIGNED TO PREPARE IN-SCHOOL YOUTH FOR EMPLOYMENT, (5) OPERATING SPECIALIZED PROGRAMS DESIGNED TO PREPARE OUT-OF-SCHOOL YOUTH FOR EMPLOYMENT, AND (6) PROVIDING MORE ADEQUATE VOCATIONAL GUIDANCE SERVICES FOR IN-SCHOOL AND OUT-OF-SCHOOL YOUTH. THE AREAS OF ACTIVITY WERE PLACED IN RANK-ORDER BY THE PRINCIPALS AND AREA 2 AND AREA 4 WERE RANKED FIRST AND SECOND, RESPECTIVELY. A MAJORITY OF THE PRINCIPALS FELT THAT THEY DID NOT HAVE TIME TO GIVE LEADERSHIP TO THE PROGRAMS FOR EMPLOYMENT-BOUND YOUTH AND NEARLY THREE-FOURTHS FELT THEIR PROGRAMS COULD BE IMPROVED IF FUNDS WERE MADE AVAILABLE TO PROVIDE AN EXTRA ASSISTANT FOR THIS LEADERSHIP. TABLES OF PRINCIPALS' RESPONSES, THE QUESTIONNAIRE, AND RECOMMENDATIONS ARE INCLUDED. (PS)

ED011283 VT000021
ENROLLMENT IN VOCATIONAL HOME ECONOMICS PROGRAMS IN KENTUCKY. A SUMMARY REPORT OF THE RESEARCH STUDY. SIMPSON, RUBY; AND OTHERS, JUN63, 80P.

FACTORS THAT MAY BE INFLUENCING ENROLLMENTS IN HOME ECONOMICS AT THE HIGH SCHOOL LEVEL WERE INVESTIGATED --(1) THE QUALITY OF THE HOME ECONOMICS PROGRAM, (2) PRESSURES TO TAKE OTHER SUBJECTS, (3) SCHOOL SCHEDULES, (4) ATTITUDES TOWARD HOME ECONOMICS, (5) PATTERNS OF HOME ECONOMICS OFFERINGS, AND (6) JUNIOR HIGH HOMEMAKING PROGRAMS. QUESTIONNAIRES WERE SENT TO 130 SENIOR HIGH SCHOOL GIRLS, 52 PRINCIPALS, AND 69 TEACHERS REPRESENTING 71 SCHOOLS. ENROLLMENTS IN HOME ECONOMICS BETWEEN 1957-58 AND 1960-61 HAD INCREASED IN 31 SCHOOLS AND DECREASED IN 40 SCHOOLS. THE AVERAGE STUDENT ENROLLMENT FOR SCHOOLS WITH INCREASED ENROLLMENT IN HOME ECONOMICS WAS 354, WHILE IT WAS 401 FOR THOSE WITH DECREASING ENROLLMENT. THE QUALITY OF THE HOME ECONOMICS PROGRAM WAS THE MOST IMPORTANT FACTOR INFLUENCING STUDENT ENROLLMENT. SCHOOL SCHEDULES AND PATTERNS OF OFFERINGS OF HOME ECONOMICS HAD LITTLE INFLUENCE ON ENROLLMENT. RECOMMENDATIONS WERE THAT (1) A SPECIAL STUDY SHOULD BE MADE AND HELP PROVIDED FOR IMPROVING THE QUALITY OF THE HOME ECONOMICS PROGRAM SO THAT THE CONTENT IS CLOSELY RELATED TO THE NEEDS OF THE STUDENTS, THE LEVEL OF TEACHING PROCEDURES IS RAISED, AND PERSONAL QUALITIES OF THE TEACHERS ENHANCED, AND (2) TEACHERS SHOULD DECREASE THE EMPHASIS GIVEN TO FOODS, NUTRITION, CLOTHING, AND GROOMING, AND EXPAND THE EMPHASIS ON CHILD DEVELOPMENT, CONSUMER EDUCATION, AND HOUSING AND HOME FURNISHINGS. (MS)

ED011284 VT000025
IMPROVING VOCATIONAL-TECHNICAL EDUCATION IN THE TOP O' MICHIGAN AREA. HAINES, PETER G.; AND OTHERS, OCT65, 184P.

SIX COUNTIES IN THE NORTHERN PART OF THE LOWER PENINSULA OF MICHIGAN WERE STUDIED TO DETERMINE NEEDED VOCATIONAL AND TECHNICAL EDUCATION PROGRAMS, AND TO PROPOSE A FEASIBLE PLAN FOR THESE PROGRAMS. A TEAM OF RESEARCHERS COLLECTED DATA THROUGH SURVEYS, INTERVIEWS, GROUP MEETINGS, AND INSPECTION OF FACILITIES AND EQUIPMENT. TABLES AND DATA SHOW--(1) CLASSIFICATION OF SAMPLE OCCUPATIONS, (2) POPULATION CHANGE, (3) SECONDARY ENROLLMENTS BY GRADE LEVEL, 1964-65, (4) EMPLOYED WORKERS BY MAJOR OCCUPATIONS, (5) OCCUPATIONAL INTERESTS OF 11TH GRADERS AND THEIR PARENTS, (6) RESIDENCE OF HIGH SCHOOL GRADUATES AND DROPOUTS 2 YEARS AFTER GRADUATION, AND (7) PRESENT AND PROPOSED PROGRAMS OF DISTRIBUTIVE EDUCATION, HOME ECONOMICS EDUCATION, INDUSTRIAL EDUCATION, AND EDUCATION FOR OFFICE AND AGRICULTURAL OCCUPATIONS. THE INVESTIGATOR RECOMMENDED THAT (1) THE TWO INTERMEDIATE SCHOOL DISTRICTS SHOULD ESTABLISH THREE AREA VOCATIONAL SCHOOLS, (2) THE INTERMEDIATE DISTRICTS SHOULD CREATE AN OCCUPATIONAL COUNSELING PROGRAM FOR ADULTS, (3) SCHOOL DISTRICTS WITH ENROLLMENT UNDER 300 SHOULD NOT OPERATE VOCATIONAL PROGRAMS, BUT SHOULD UTILIZE THE SHARED-TIME PROGRAM WITH THE AREA VOCATIONAL SCHOOL, AND (4) NORTH CENTRAL MICHIGAN COLLEGE SHOULD DEVELOP DEGREE-LEVEL TECHNICAL AND SUBPROFESSIONAL CURRICULUMS THROUGH FORMATION OF A DIVISION OF TECHNICAL EDUCATION. (PS)

ED011285 VT000523
A STUDY OF VOCATIONAL AGRICULTURE IN THE SCHOOLS OF THE PHOENIX UNION HIGH SCHOOL SYSTEM. JUL66, 87P.

THE OBJECTIVES OF THE STUDY WERE TO (1) DETERMINE THE EFFECTIVENESS OF VOCATIONAL AGRICULTURE IN THE PHOENIX, ARIZONA, SCHOOLS, (2) IDENTIFY OCCUPATIONAL OPPORTUNITIES IN AGRICULTURE, (3) IDENTIFY ENROLLEE CHARACTERISTICS, (4) RECOMMEND VOCATIONAL AGRICULTURE OBJECTIVES AND CONTENT, (5) DETERMINE ENROLLMENT MOTIVES, AND (6) CHECK THE STATUS OF SLOW LEARNERS IN THE PROGRAM. THE STUDY INCLUDED A FOLLOWUP OF 55 FORMER ENROLLEES, AN OCCUPATIONAL OPPORTUNITY SURVEY, AN EXAMINATION OF STUDENT RECORDS FOR FORMER ENROLLEES, AND A 5 PERCENT SAMPLE OF CURRENT ENROLLEES IN NINE HIGH SCHOOLS TO COMPARE 36 FAMILY AND STUDENT CHARACTERISTICS, AND A VOCATIONAL INTERESTS SURVEY OF 80 STUDENTS IN THE PROGRAM. ALTHOUGH THE PROGRAM HAD NOT PLACED MANY IN AGRICULTURE AND THE ATTRITION RATE WAS HIGH, IT WAS EFFECTIVE IN FOSTERING EDUCATIONAL AND OCCUPATIONAL ASPIRATION IN STUDENTS. AGRICULTURAL EMPLOYMENT OPPORTUNITIES WERE DECLINING. THE FEW SLOW LEARNERS IN THE PROGRAM DID BETTER IN VOCATIONAL AGRICULTURE THAN IN OTHER SUBJECTS. STUDENT INTEREST IN VOCATIONAL AGRICULTURE WAS LIMITED. IT WAS RECOMMENDED THAT (1) MORE PRODUCTIVE STUDENT SELECTION TECHNIQUES BE INSTITUTED, (2) COUNSELORS BE BETTER INFORMED ABOUT THE PROGRAM, (3) MORE PUBLICITY BE GIVEN TO THE EARNINGS OF STUDENTS IN CONNECTION WITH THEIR PROJECTS, (4) EMPLOYMENT POTENTIAL BE STUDIED, (5) THE PROGRAM BE TAILORED TO NEEDS, AND (6) OPPORTUNITIES FOR COOPERATION WITH OTHER VOCATIONAL PROGRAMS BE STUDIED. (JM)

ED011399 EA000171
EXPECTATIONS FOR THE SCHOOL BOARD ROLE. LIPHAM, JAMES M.; AND OTHERS, JAN67, 31P.

WITHIN 12 WISCONSIN SCHOOL DISTRICTS, THE FOLLOWING GROUPS PROVIDED DATA IN AN INVESTIGATION OF THE EXPECTATIONS FOR THE SCHOOL BOARD ROLE--(1) 1,794 CITIZENS, (2) ALL MAYORS, CITY MANAGERS OR VILLAGE PRESIDENTS, CITY OR VILLAGE COUNCILMEN, AND TOWNSHIP CHAIRMEN WITHIN EACH DISTRICT, (3) 20 RANDOMLY SELECTED TEACHERS FROM EACH DISTRICT, AND (4) ALL SCHOOL BOARD MEMBERS. ONLY A SAMPLE OF FINDINGS WAS REPORTED, AS TOTAL RESULTS OF THE STUDY WERE TO BE PRESENTED IN AUGUST, 1967. DEMOGRAPHIC VARIABLES, PERSONAL CHARACTERISTICS OF THE BOARD MEMBERS, RELIGIOUS AND POLITICAL PARTY AFFILIATION, AND SOCIOECONOMIC STATUS WERE FOUND TO BE ASSOCIATED WITH THE KIND OF EXPECTATIONS HELD FOR THE SCHOOL BOARD MEMBER. WHEN CONSIDERING THE FOUR GROUP CLASSIFICATION VARIABLES, THE SCHOOL BOARD MEMBER GROUP TENDED TO ATTACH LESS IMPORTANCE TO THEIR DECISION-MAKING ROLE THAN DID THE OTHER THREE GROUPS (INDICATIVE OF A REALIZATION OF THEIR ROLE COMPLEXITY AND THEIR RELIANCE UPON OTHER PROFESSIONALS). ALL GROUPS, EXCEPT THE PUBLIC OFFICIALS, VIEWED THE SCHOOL BOARD MEMBER AS A MORE IMPORTANT OFFICIAL THAN A CITY COUNCIL MEMBER. SPECIFIC FINDINGS REVEALED THAT A MAJORITY OF THE TOTAL RESPONDENTS FELT THAT (1) THE BOARD SHOULD ALERT CITIZENS OF ITEMS TO BE COVERED AT COMING MEETINGS, (2) SCHOOL BOARD MEMBERS SHOULD BE ELECTED AT LARGE, (3) THE BOARD SHOULD BE ORGANIZED INTO SUBCOMMITTEES, AND (4) BOARD MEMBERS SHOULD BE PAID A SALARY. WHEREAS A MAJORITY OF CITIZENS, PUBLIC OFFICIALS, AND TEACHERS FELT THE SCHOOL BOARD SHOULD SEEK FEDERAL AID, ONLY 19 PERCENT OF THE SCHOOL BOARD MEMBERS FELT LIKEWISE. (GB)

ED011400 EA000306
STATE AID AND SCHOOL FISCAI POLICY. 66, 33P.

THE EFFECTS OF A 1962 NEW YORK STATE AID TO EDUCATION ACT WERE INVESTIGATED IN RELATION TO AN OLD FOUNDATION PROGRAM. THIS STATE AID TO EDUCATION ACT WAS BASED ON THE CONCEPT OF SHARED COST. BOTH NEW AND OLD PROGRAMS WERE APPRAISED WITH RESPECT TO THE OBJECTIVES OF SCHOOL FISCAL POLICY--EQUITY OF SUPPORT (EQUAL TREATMENT OF EQUALS), EQUALIZATION OF SUPPORT, AND TAX RELIEF. THE FINDINGS INDICATED THAT (1) EQUITY OF OPERATING SUPPORT REMAINED ABOUT THE SAME WHILE EQUITY OF BUILDING SUPPORT IMPROVED, (2) THE PROCESS OF EQUALIZATION AND TAX-BROADENING RELIEF IMPROVED, AND (3) RELATIVE EMPHASIS UPON EQUALIZATION INCREASED IN OPERATING SUPPORT AND DECREASED IN BUILDING SUPPORT. THESE FINDINGS LED TO THE FOLLOWING RECOMMENDATIONS FOR CHANGES IN POLICY DEVELOPMENT AND IMPLEMENTATION--(1) DESCRIBE THE OPERATING SUPPORT CEILING IN LAW AS A CENTRAL TENDENCY OF OPERATING EXPENSE LEVELS, (2) DESCRIBE IN LAW A MEANS BY WHICH ALL DISTRICTS RAPIDLY AND WITHOUT UNDUE EFFORT CAN ACHIEVE THE BASIC SUPPORT LEVEL, (3) ELIMINATE SIZE CORRECTIONS, GROWTH AID, AND FLAT GRANT AID, AND (4) FURTHER EXAMINE THE COMPARATIVE EFFICACY OF AID TECHNIQUES IN ACCOMPLISHING TAX-BROADENING RELIEF. (HW)

ED011402 EA000449
AVERAGE DOLLAR INCREASES IN SALARIES OF INDIVIDUAL FACULTY MEMBERS, 1964-65 TO 1965-66. A SPECIAL STUDY BY AAUP'S COMMITTEE Z. BAUMOL, WILLIAM J.; HEIM, PEGGY, 66, 9P

AVERAGE SALARY INCREASES FOR INDIVIDUAL FACULTY MEMBERS ARE GENERALLY HIGHER THAN FIGURES FOR AN INSTITUTION'S AVERAGE SALARY INCREASES SHOW. THIS DISCREPANCY RESULTS FROM TWO BASICALLY DIFFERENT TYPES OF FIGURES--(1) THE INSTITUTION'S OVERALL STANDARD OF REMUNERATION AND (2) THE FINANCIAL IMPROVEMENT IN THE CIRCUMSTANCES OF A SINGLE REPRESENTATIVE INDIVIDUAL. AVERAGE SALARY PAYMENTS AT AN INSTITUTION MAY NOT HAVE CHANGED, BUT INDIVIDUAL RISE IN RANK WOULD INCREASE INDIVIDUAL EARNINGS. THE AAUP COMMITTEE Z'S ANNUAL REPORTS THUS TEND TO UNDERSTATE THE ECONOMIC GAINS OF INDIVIDUALS ALREADY ON A FACULTY. DATA FOR THE SURVEY WERE OBTAINED FROM USABLE RESPONSES FROM 54 UNIVERSITIES AND 22 LIBERAL ART COLLEGES. THE DATA INDICATED THAT AN INSTITUTION'S AVERAGE SALARY LEVEL FROM YEAR TO YEAR TENDS TO UNDERSTATE THE RISE IN EARNINGS OF INDIVIDUALS. PROFESSORS' LARGEST GAIN FROM 1964 TO 1965 WAS $1,060 (IN PUBLIC UNIVERSITIES), AND THEIR SMALLEST GAIN WAS $810 (IN CHURCH-RELATED UNIVERSITIES). SIMILAR RELATIONSHIPS WERE SHOWN FOR ASSISTANT PROFESSORS, BUT FOR OTHER RANKS THE RELATIONSHIPS WERE MIXED. THE RANGE OF SALARY INCREASES FOR PROFESSORS WAS $540 TO $2,050 WITH MAJOR CONCENTRATION BETWEEN $760 AND $1,180. THE REPORT OVERSTATED AVERAGE SALARY INCREASES BY MORE THAN $300 IN ONLY THREE OF THE 216 INDIVIDUAL CASES EXAMINED, WHILE IT UNDERSTATED BY MORE THAN $300 IN 55 CASES. THIS SHOWED THAT THE EFFECTS OF PROMOTION TEND TO RAISE THE INCOME OF THE INDIVIDUAL MORE RAPIDLY THAN THE RATE OF RISE OF THE INSTITUTION'S SCALE OF REMUNERATION. (HW)

ED011424 EC000150
INDIVIDUAL TESTING AND PSYCHOLOGICAL SERVICES AVAILABLE TO PUBLIC SCHOOLS IN NORTH DAKOTA. 1MAR66, 23P.

PSYCHOLOGICAL TESTING, TREATMENT, AND CONSULTANT SERVICES ARE AVAILABLE. A SCREENING AND REFERRAL PROCEDURE WHICH INCLUDES RECOMMENDED GROUP INTELLIGENCE AND ACHIEVEMENT TESTS IS OUTLINED. EIGHT AGENCIES PROVIDING PSYCHOLOGICAL SERVICES ARE DESCRIBED BY NAME, SPONSORING AGENCY, SERVICES AVAILABLE, CLIENT ELIGIBILITY, WAITING PERIOD, FEES, AVAILABILITY OF REPORTS, AND PERSON TO CONTACT FOR APPOINTMENTS. PSYCHOLOGICAL SERVICES IN THE SCHOOL MAY BE PROVIDED BY A VISITING COUNSELOR, SCHOOL PSYCHOMETRIST, OR SCHOOL PSYCHOLOGIST. THE REQUIRED TRAINING AND FUNCTIONS OF EACH POSITION ARE OUTLINED. (MY)

ED011461 RC000251
SHARING EDUCATIONAL SERVICES. 60, 26P.

SHARED SERVICES, A COOPERATIVE SCHOOL RESOURCE PROGRAM, IS DEFINED IN DETAIL. INCLUDED IS A DISCUSSION OF THEIR NEED, ADVANTAGES, GROWTH, DESIGN, AND OPERATION. SPECIFIC PROCEDURES FOR OBTAINING STATE AID IN SHARED SERVICES, EFFECTS OF SHARED SERVICES ON THE SCHOOL, AND HINTS CONCERNING SHARED SERVICES ARE DESCRIBED. CHARACTERISTICS OF THE SMALL SCHOOL ARE ALSO INCLUDED. THIS DOCUMENT IS ALSO AVAILABLE FROM THE CATSKILL AREA PROJECT IN SMALL SCHOOL DESIGN, STATE UNIVERSITY COLLEGE OF EDUCATION, ONEONTA, NEW YORK, FOR $0.50. (FS)

ED011467 RC000555
INDIANS OF SOUTH DAKOTA. 56, 101P.

USING A QUESTION AND ANSWER FORMAT, THIS DOCUMENT ATTEMPTS TO EXPLAIN MANY FACETS OF THE PROBLEMS FACING THE SOUTH DAKOTA INDIANS, PARTICULARLY THOSE SIOUX INDIANS WHO HAVE RETAINED THEIR CUSTOMS AND CULTURE WHETHER LIVING ON OR OFF THE RESERVATIONS. A BRIEF HISTORY OF THE DACOTAH INDIANS AND THEIR EVENTUAL RESTRICTION TO RESERVATIONS PROVIDES THE BACKGROUND FOR THE INDIAN PROBLEM. THE DOCUMENT STATES THAT WHILE STATE AND FEDERAL GOVERNMENT AGENCIES HAVE BEEN CREATED WITH THE RESPONSIBILITY FOR WORKING TOWARD A SOLUTION OF THE INDIAN PROBLEM, AND TRIBAL GOVERNMENTS ON THE RESERVATIONS PROVIDE FOR SELF-GOVERNMENT AS A MEANS OF IMPROVING THE SITUATION, THE MAIN PROBLEMS WHICH CONFRONT THE INDIAN ARE STILL THE LACK OF ADEQUATE EDUCATIONAL AND EMPLOYMENT OPPORTUNITIES. (DD)

ED011470 RC000774
THE SCHOOL DAY, THE SCHOOL YEAR AND WORK LOAD OF TEACHERS, A STUDY OF THE EDUCATIONAL IMPLICATIONS. 59, 9P.

THE ASSOCIATION FOUND THAT RESEARCH ON CLASS SIZE IS FREQUENTLY MISINTERPRETED EVEN BY EDUCATORS. IN ORDER TO CLARIFY TERMS, THIS STUDY USES THESE DEFINITIONS--CLASS SIZE IS THE NUMBER OF STUDENTS ASSIGNED TO A TEACHER FOR A PERIOD OF INSTRUCTION, CLASS LOAD IS THE NUMBER OF PUPILS FOR WHOM TEACHERS ARE RESPONSIBLE DAILY WHERE THE TEACHER IS ASSIGNED MORE THAN ONE CLASS EACH DAY, AND STAFFING RATIO REPRESENTS THE RATIO OF PROFESSIONAL STAFF (SUPERVISORS, ADMINISTRATORS, TEACHERS AND PROFESSIONAL PERSONNEL) TO PUPILS. APPROXIMATELY 80 PERCENT OF THE RESEARCH REVIEWED BY THIS STUDY GROUP EITHER SUBSTANTIATED THE VALUE OF SMALL CLASSES OR WAS INCONCLUSIVE. WHEN PRINCIPLES OF RESEARCH METHODOLOGY WERE APPLIED TO VARIABLES AFFECTING LEARNING, FIVE OUT OF EVERY SIX STUDIES TENDED TO FAVOR SMALL CLASSES. SINCE RESEARCH HAS NOT BEEN CONCLUSIVE, TEACHER JUDGMENT AND EXPERIENCE SHOULD BE GIVEN SERIOUS CONSIDERATION IN DETERMINATIONS OF CLASS SIZE. TEACHERS HAVE LEARNED THAT LARGE CLASSES FORCE DEVELOPMENT OF A GROUP NORM EXPECTANCY, WHEREAS SMALLER CLASSES ALLOW THE TEACHER TO BE INNOVATIVE, TO GIVE MORE ATTENTION TO INDIVIDUAL DIFFERENCES, AND TO EMPLOY BETTER TEACHING PRACTICES. ALTHOUGH RECOGNIZING THE DIFFICULTIES INVOLVED IN DETERMINING CLASS SIZE AND GROUPING POLICY, THE OPTIMUM CLASS SIZE OF 25 IS THE AVERAGE OF THOSE CLASS SIZES WHERE CONSIDERATION HAS BEEN GIVEN TO PURPOSE, GROUPING, EDUCATIONAL, PHILOSOPHY, PUPIL CHARACTERISTICS, AND DIFFERENT KINDS OF LEARNING. (BR)

ED011512 SE000786
IMPROVING SCIENCE EDUCATION IN THE UNITED STATES. GATEWOOD, CLAUDE W.; OBOURN, ELLSWORTH S., DEC63, 49P.

THIS PAPER SUMMARIZES THE CURRENT STATE OF SCIENCE EDUCATION IN THE UNITED STATES WITH SPECIAL EMPHASIS ON CURRICULUM DEVELOPMENT ORGANIZATIONS AND ACTIVITIES SINCE 1950. THE SEQUENCE OF TOPICS INCLUDES (1) HISTORY OF SCIENCE EDUCATION IN THE UNITED STATES, (2) RATIONALE FOR CURRICULUM CHANGE, (3) COURSE CONTENT IMPROVEMENT GROUPS AND THEIR ACTIVITIES, (4) PURPOSES AND NEED FOR SCIENCE EDUCATION, (5) CHARACTERISTICS OF SCHOOLS AND TEACHERS, (6) PRIVATE AND POLITICAL AGENCIES AND THEIR ACTIVITIES TO IMPLEMENT CURRICULUM FORM, AND (6) TRENDS AND THE OUTLOOK FOR THE FUTURE. THIS PAPER WAS PRESENTED AT THE COMMONWEALTH CONFERENCE ON THE TEACHING OF SCIENCE IN SCHOOLS (CEYLON, DECEMBER 9-21, 1963), AND IS PUBLISHED IN THE "JOURNAL OF RESEARCH IN SCIENCE TEACHING," VOLUME 1, ISSUE 4, 1963. (RS) SCIENCE TEACHING," VOLUME 1, ISSUE 4, 1963. (RS)

ED011514 SE001131
SCIENCE TEACHING IN THE PUBLIC JUNIOR HIGH SCHOOL. 67, 70P.
HC NOT AVAILABLE FROM EDRS.

INFORMATION RELATED TO SCHOOL ORGANIZATION, PROCEDURES, PRACTICES, AND CONDITIONS AFFECTING SCIENCE INSTRUCTION IN THE PUBLIC JUNIOR HIGH SCHOOLS IS PRESENTED. QUESTIONNAIRES SENT TO THE PRINCIPALS OF A RANDOM SAMPLE OF SCHOOLS WHICH INCLUDED GRADES 7, 8, AND 9 WERE USED TO OBTAIN INFORMATION. CATEGORIES OF INFORMATION INCLUDED (1) ENROLLMENT AND ORGANIZATION, (2) INSTRUCTIONAL RESOURCES, (3) BUDGET, (4) SCIENCE CLUBS AND FAIRS, (5) INSERVICE TEACHER EDUCATION, AND (6) CONSULTANT SERVICE. FOR ANALYSIS OF DATA, SCHOOLS WERE CLASSI-

FIED AS SMALL, MIDDLE-SIZED, OR LARGE. ALL SCHOOLS OFFERED SCIENCE COURSES AT SOME GRADE LEVEL, BUT NOT ALL SCHOOLS OFFERED THEM AT EACH GRADE LEVEL. THERE WAS AN INCREASE IN THE NUMBER OF SCHOOLS OFFERING SCIENCE AS THE GRADE LEVEL INCREASED. GENERAL SCIENCE WAS THE MOST COMMON SCIENCE COURSE. THE LARGEST SCHOOLS HAD PROPORTIONATELY FEWER SCIENCE TEACHERS THAN THE NATIONAL AVERAGE. NEARLY ALL SCHOOLS USED SCIENCE TEXTBOOKS, BUT ONLY 80 PERCENT USED THEM AT ALL THREE GRADE LEVELS. SUPPLEMENTARY MATERIALS WERE USED PROGRESSIVELY MORE AT HIGHER GRADE LEVELS. COMBINATION CLASSROOM LABORATORIES WERE THE MOST COMMON FACILITY. MORE THAN 25 PERCENT OF THE SCHOOLS, HOWEVER, DID NOT PROVIDE ANY TYPE OF LABORATORY. OVER 80 PERCENT OF THE SCHOOLS USED NATIONAL DEFENSE EDUCATION ACT (NDEA) FUNDS TO PURCHASE SCIENCE EQUIPMENT, AND APPROXIMATELY 33 PERCENT OF THE SCHOOLS USED NDEA FUNDS FOR REMODELING BUILDINGS. ABOUT 50 PERCENT OF THE SCHOOLS SPONSORED SCIENCE CLUBS AND SCIENCE FAIRS. THIS DOCUMENT IS AVAILABLE AS CATALOG NO-5.229--29067 FROM THE SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402, FOR $0.45. (AG)

ED011527 UD001213
PARTICIPANTS IN THE NATIONAL ACHIEVEMENT SCHOLARSHIP PROGRAM FOR NEGROES. NICHOLS, ROBERT C.; ROBERTS, ROY J., 49P.

DATA ON THE PARTICIPANTS IN THE 1964 NATIONAL ACHIEVEMENT SCHOLARSHIP PROGRAM (NASP) FOR NEGRO YOUTH WERE COLLECTED AND COMPARISONS MADE BETWEEN NOMINEES, FINALISTS, WINNERS, NATIONAL MERIT SCHOLARSHIP FINALISTS, OTHER NONWHITE STUDENTS, AND THE SCHOOL POPULATION GENERALLY. THE AIM OF NASP IS TO FIND THE MOST ABLE NEGRO YOUTH AND TO HELP THEM FINANCIALLY TO ATTEND COLLEGE. DATA WERE OBTAINED ON THE YOUTHS' SECONDARY SCHOOLS, ASPIRATIONS, FAMILY AND SOCIOECONOMIC BACKGROUNDS, AND ON THEIR SCORES ON CERTAIN TESTS. AMONG THE FINDINGS OF THIS STUDY WERE THE FOLLOWING-- (1) ALMOST ALL OF THE FINALISTS' VOCABULARY TEST SCORES WERE ABOVE THE AVERAGE SCORE OF COLLEGE FRESHMEN, (2) THE GOALS OF NASP WERE GENERALLY HIGHER THAN NATIONAL MERIT FINALISTS AND MUCH ABOVE THOSE OF AVERAGE STUDENTS, (3) THE MEDIAN FAMILY INCOME OF FINALISTS WAS HIGHER THAN THAT OF ALL OTHER NONWHITE FAMILIES AND IN THE OPINION OF THE JUDGES SHOWED A SMALL POSITIVE RELATIONSHIP TO ABILITY, (4) THE PARENTS OF NOMINATED STUDENTS HAD MORE EDUCATION THAN THOSE OF OTHER NONWHITE STUDENTS AND PARENTS' EDUCATION WAS FELT TO BE RELATED TO THE ABILITY OF THE NOMINEES, (5) NOMINATED STUDENTS MORE FREQUENTLY CAME FROM INTACT FAMILIES THAN DID OTHER NONWHITE STUDENTS, AND MORE FINALISTS AND WINNERS CAME FROM INTACT FAMILIES THAN DID THOSE NOT SELECTED, AND (6) FINALISTS TENDED TO BE AMONG THE OLDER CHILDREN IN THEIR FAMILIES. (EF)

ED011528 UD001214
DE FACTO SCHOOL SEGREGATION. MAY64, 35P.

A WIDE RANGE OF ISSUES INVOLVED IN DE FACTO SCHOOL SEGREGATION ARE DISCUSSED IN THIS MONOGRAPH. A SECTION ON THE BACKGROUND AND NATURE OF THE PROBLEM DEALS WITH THE HISTORY OF SEGREGATION LAWS, RESTRICTIVE COVENANTS, RESIDENTIAL SEGREGATION, AND THE MANIPULATION OF PUPIL TRANSFERS AS AVOIDANCE MANEUVERS. ANOTHER SECTION DISCUSSES THE SOCIAL-PSYCHOLOGICAL ILLS OF SEGREGATION, THE TECHNIQUES OF TOKEN DESEGREGATION IN THE SOUTH, AND VARIOUS REASONS FOR WHITE NORTHERN RESISTANCE TO DESEGREGATION. SOME COURT CASES INVOLVING DE FACTO SEGREGATION ARE DETAILED AND INTERPRETED IN A THIRD SECTION. A FOURTH DESCRIBES VARIOUS METHODS OF ABOLISHING DE FACTO SCHOOL SEGREGATION WHERE THERE IS RESIDENTIAL SEGREGATION--DIVISION BY GRADES (PRINCETON PLAN), REZONING SCHOOL BOUNDARIES AND SCHOOL RELOCATION, AND VOLUNTARY AND COMPULSORY TRANSFERS. THE FINAL CHAPTER DEALS WITH EFFORTS TO ELIMINATE DE FACTO SEGREGATION, THROUGH BOYCOTTS AND PROTESTS, SCHOOL BOARD POLICIES, STATE LAWS AGAINST RACIALLY UNBALANCED SCHOOLS, AND COMPENSATORY AND ENRICHMENT PROGRAMS. THE AUTHOR CONCLUDES THAT DESPITE THE VARIETY OF MANIPULATIONS USED TO ACHIEVE SCHOOL DESEGREGATION THE ULTIMATE SOLUTION DEPENDS UPON RESIDENTIAL DESEGREGATION, WHICH IS AT THE HEART OF THE NATIONAL SEGREGATION PROBLEM. THIS DOCUMENT IS ALSO AVAILABLE FROM THE NATIONAL CONFERENCE OF CHRISTIANS AND JEWS, 43 WEST 57TH STREET, NEW YORK, NEW YORK 19, FOR $0.75. (NH)

ED011531 UD001855
REPORT ON EDUCATION TO THE GOVERNOR'S COMMISSION ON THE LOS ANGELES RIOTS. NOV65. 146P

THE SCHOOLS IN DISADVANTAGED AND NONDISADVANTAGED AREAS OF LOS ANGELES WERE COMPARED IN THIS EXTENSIVE STUDY IN TERMS OF THE ACHIEVEMENT OF THE STUDENTS, THE CHARACTERISTICS OF THE SCHOOLS, AND PARENT AND TEACHER ATTITUDES. THE DATA, GATHERED THROUGH QUESTIONNAIRES AND INTERVIEWS, ARE SUMMARIZED IN 71 TABLES. THE MAJOR FINDINGS OF THE STUDY ARE THAT (1) THE STUDENTS IN THE DISADVANTAGED SCHOOLS HAD LOWER IQ AND ACHIEVEMENT SCORES AND LOWER RATES OF PERFORMANCE, (2) ALTHOUGH CLASS SIZE WAS SMALLER IN DISADVANTAGED SCHOOLS, THE BETTER-PREPARED TEACHERS TAUGHT IN THE OTHER SCHOOLS, WHICH ALSO HAD THE GREATER PROPORTION OF PERMANENT TEACHERS. THE PERCENTAGE OF SUBSTITUTES WAS GREATEST IN WATTS, THE SCENE OF RIOTS IN 1965. SCHOOLS IN BOTH AREAS HAD BEEN TREATED EQUALLY IN BUILDING MAINTENANCE AND IN AVAILABILITY OF INSTRUCTIONAL MATERIAL, AND ALTHOUGH MORE SPECIAL SCHOOL SERVICES WERE AVAILABLE IN DISADVANTAGED SCHOOLS, ALL OF THE SCHOOLS WITHOUT OPERATING CAFETERIAS WERE LOCATED IN DISADVANTAGED AREAS, AND (3) A HIGHER PERCENTAGE OF TEACHERS IN DISADVANTAGED SCHOOLS WERE EAGER TO CHANGE THEIR ASSIGNMENTS, FELT THEIR STUDENTS TO BE UNMOTIVATED, RATED PARENTS AS UNINVOLVED, AND FELT THAT THE CENTRAL ADMINISTRATION WAS UNINTERESTED. SOME RECOMMENDATIONS FOR IMPROVING THE EDUCATION OF THE DISADVANTAGED ARE GIVEN, AND 67 PAGES OF APPENDIXES ARE INCLUDED. (BD)

ED011545 VT000029
HIGH SCHOOL PRINCIPALS' PERCEPTIONS OF THE ROLES AND RESPONSIBILITIES OF PERSONS WHO WOULD BE CHARGED WITH THE RESPONSIBILITY FOR LEADERSHIP IN THE DEVELOPMENT OF OCCUPATIONALLY ORIENTED PROGRAMS IN HIGH SCHOOLS. SHAFFER, EARL W.; WENRICH, RALPH C., SEP65, 30P.

PRINCIPALS IN 106 LARGE HIGH SCHOOLS IN MICHIGAN WERE INTERVIEWED TO DETERMINE HOW THEY WOULD USE AN ASSISTANT WHO WOULD BE RESPONSIBLE FOR DEVELOPING OCCUPATIONALLY ORIENTED PROGRAMS FOR EMPLOYMENT-BOUND YOUTH. DUTIES, RESPONSIBITIES, AND RELATIONSHIPS WHICH THE ASSISTANT MIGHT BE EXPECTED TO ASSUME OR DEVELOP WERE ALSO STUDIED. THE AREAS RANKED IN ORDER OF THE PRINCIPALS' RESPONSES WERE (1) PUPIL PERSONNEL, (2) SCHOOL-COMMUNITY RELATIONS, (3) INSTRUCTIONAL PROGRAM, (4) BUSINESS FUNCTIONS, AND (5) TEACHING PERSONNEL. THE TOP THREE OF 27 ACTIVITIES LISTED AND RANKED BY PERCENTAGE OF RESPONSES FOR MAJOR RESPONSIBILITIES OF THE ASSISTANT WERE -- (1) LOCATING AND ORGANIZING INSTRUCTIONAL MATERIALS, (2) DETERMINING LOCAL OCCUPATIONAL EDUCATION NEEDS, AND (3) OPERATING A STUDENT JOB-PLACEMENT PROGRAM. IT WAS CONCLUDED THAT MOST PRINCIPALS OF LARGE HIGH SCHOOLS IN MICHIGAN WERE INTERESTED IN EXPANDING VOCATIONAL OR OCCUPATIONAL PROGRAMS, AND THEY SAW THE NEED FOR AN ASSISTANT TO GIVE HELP AND LEADERSHIP. THE ASSISTANT SHOULD BE TRAINED IN BOTH SCHOOL ADMINISTRATION AND OCCUPATIONAL EDUCATION, AND SHOULD WORK WITH THE PRINCIPAL, OTHER SCHOOL PERSONNEL, AND LOCAL CIVIC, BUSINESS, INDUSTRIAL, AND PROFESSIONAL GROUPS TO IMPROVE THE HIGH SCHOOL'S ABILITY TO PREPARE YOUNG PEOPLE FOR EMPLOYMENT. (PS)

ED011549 VT001564
WESTERN REGIONAL RCU CONFERENCE IN VOCATIONAL RESEARCH FUNDING (PHOENIX, DECEMBER 15-16, 1966). SUMMARY REPORT. LEE, ARTHUR M.; AND OTHERS, 66, 19P.

RESEARCH COORDINATING UNIT PERSONNEL MET TO CONSIDER THE FUNDING OF VOCATIONAL RESEARCH. THE PURPOSE WAS TO EXPLORE ALTERNATE SOURCES OF FUNDS BECAUSE OF DECREASED APPROPRIATIONS. PARTICIPANTS REPRESENTED LOGICAL STATE AND FEDERAL SOURCES OF RESEARCH FUNDING. QUESTIONS CONSIDERED WERE -- (1) HOW MUCH MONEY WILL BE AVAILABLE FOR RESEARCH THIS YEAR AND NEXT, (2) HOW WILL IT BE DISTRIBUTED, (3) WHAT PROCEDURES SHOULD BE FOLLOWED IN REQUESTING FUNDS, (4) WHAT CRITERIA WILL BE USED IN EVALUATING REQUESTS, (5) WHAT PROCEDURES WILL BE FOLLOWED IN PROCESSING REQUESTS, AND (6) HOW MAY THESE FUNDS BE USED. THE SESSION TOPICS WERE--(1) DIRECTED RESEARCH UNDER TITLE IV(C) OF THE VOCATIONAL EDUCATION ACT, (2) RESEARCH FUNDS ADMINISTERED BY THE STATES, (3) SMALL GRANTS FROM RESEARCH DEVELOPMENT UNDER TITLE IV(C) OF THE VOCATIONAL EDUCATION ACT, (4) COORDINATION OF TITLE III PROGRAMS UNDER THE ELEMENTARY AND SECONDARY EDUCATION ACT WITH STATE RESEARCH COORDINATING UNITS, (5) COORDINATING VOCATIONAL RESEARCH WITH THE REGIONAL EXPERIMENTAL LABORATORIES, (6) RESEARCH FUNDING AVAILABLE UNDER THE ECONOMIC OPPORTUNITY PROGRAM, AND (7) FUNDING RESEARCH UNDER TITLE I OF THE MANPOWER DEVELOPMENT AND TRAINING ACT. (MS)

ED011572
THE ECONOMIC RETURNS TO EDUCATION, A SURVEY OF THE FINDINGS. INNES, JON T.; AND OTHERS, 65,
DOCUMENT NOT AVAILABLE FROM EDRS.

THIS MONOGRAPH IS A SURVEY OF RECENT LITERATURE ON THE ECONOMIC RETURNS ON INVESTMENT IN EDUCATION. THE FIRST SECTION INTRODUCES THE READER TO THE CONCEPT OF HUMAN CAPITAL AND TO SOME WAYS IT CAN BE MEASURED. IN THE SECOND AND THIRD SECTIONS, DATA ARE PRESENTED ON THE RELATIONSHIP BETWEEN EDUCATION AND INCOME AND THE BENEFITS ACCRUING BOTH TO INDIVIDUALS AND TO THE NATION AS A WHOLE FROM INVESTMENT IN EDUCATION. SECTION FOUR DEALS WITH ESTIMATES OF EDUCATION'S CONTRIBUTION TO ECONOMIC GROWTH. SECTION FIVE SUMMARIZES THE GENERALIZATIONS CONCERNING EDUCATION AS AN INVESTMENT. THESE STUDIES REINFORCE THE CONCLUSION PRESENTED BY OTHER STUDIES THAT THE SOCIAL RETURNS ON EDUCATIONAL INVESTMENT ARE VERY PROFITABLE, AS ARE PRIVATE RETURNS ON INDIVIDUAL INVESTMENT. THIS PUBLICATION IS AVAILABLE FROM THE CENTER FOR ADVANCED STUDY OF EDUCATIONAL ADMINISTRATION, UNIVERSITY OF OREGON, EUGENE, OREGON, 46 PAGES, $1.00. (TC)

ED011684 EA000026
POLICY OUTCOMES IN PUBLIC EDUCATION. 49P.

THE AUTHOR'S POSITION WAS THAT ECONOMIC DEVELOPMENT VARIABLES (LEVEL OF URBANIZATION, INDUSTRIALIZATION, INCOME, AND EDUCATION) ARE MOST CLOSELY CORRELATED TO EDUCATIONAL POLICY OUTCOMES (EDUCATIONAL EXPENDITURES, STATE EFFORTS IN EDUCATION ORGANIZING AND FINANCING PUBLIC SCHOOLS, STATUS OF TEACHERS, AND NUMBER OF DROPOUTS AND SELECTIVE SERVICE MENTAL FAILURES) THAN POLITICAL SYS-

TEM VARIABLES (PARTISAN CHARACTER, PARTY COMPETITION, POLITICAL PARTICIPATION, AND MALAPPORTIONMENT OF THE STATES). DATA FROM 50 STATES WERE SUBJECTED TO SIMPLE, PARTIAL, AND MULTIPLE REGRESSION ANALYSIS TO ASSESS THE EFFECT OF THE VARIABLES ON EDUCATIONAL POLICY OUTCOMES. SIMPLE CORRELATION COEFFICIENTS COMPUTED FOR ALL RELATIONSHIPS BETWEEN ECONOMIC AND POLITICAL VARIABLES AND EDUCATIONAL POLICY OUTCOMES INDICATED THAT ECONOMIC DEVELOPMENT IS DIRECTLY RELATED TO EDUCATIONAL OUTCOMES. NO MEANINGFUL SIMPLE CORRELATIONS EXIST, HOWEVER, BETWEEN PARTICULAR POLITICAL VARIABLES AND EDUCATIONAL POLICY OUTCOMES. MULTIPLE CORRELATION ANALYSIS CORRELATING ALL ECONOMIC AND POLITICAL VARIABLES AND EDUCATIONAL OUTCOMES SIMULTANEOUSLY EXPLAINS MOST VARIATION AMONG THE 50 STATES IN IMPORTANT POLICY OUTCOMES. THROUGH THE USE OF MULTIPLE-PARTIAL CORRELATION A COMPARISON OF THE INDIVIDUAL EFFECTS OF ECONOMIC AND POLITICAL VARIABLES CAN BE MADE. THE DATA ILLUSTRATE THAT ECONOMIC DEVELOPMENT VARIABLES ARE MORE INFLUENTIAL THAN POLITICAL SYSTEM VARIABLES IN SHAPING POLICY OUTCOMES. (GB)

ED011687 EA000114
PARTICIPANTS AND PARTICIPATION, A STUDY OF SCHOOL POLICY IN NEW YORK CITY. 67, 120P.

A 3-YEAR STUDY OF DECISION MAKING IN THE NEW YORK CITY SCHOOLS EXPLORES THE POLITICAL FORCES AFFECTING EDUCATIONAL POLICY AND EVALUATES THE RELATIVE OPENNESS OF THE SYSTEM. POLICY MAKERS INCLUDE THE BOARD OF EDUCATION, 31 LOCAL SCHOOL BOARDS, THE SUPERINTENDENT, THE HEAD OFFICE STAFF, THE FIELD STAFF (PRINCIPALS, ASSISTANT PRINCIPALS, DISTRICT SUPERINTENDENTS, AND DEPARTMENT CHAIRMEN), A HEADQUARTERS SUPERVISORY GROUP, LOCAL DISTRICT SUPERINTENDENTS, SUPERVISORY ASSOCIATIONS, THE TEACHERS' UNION, LOCAL CIVIC AND INTEREST GROUPS, AND THE CITY'S PRESS. AS POLICY-FORMULATION FOR AN INCREASINGLY COMPLEX SCHOOL SYSTEM HAS DEMANDED MORE SPECIALIZED KNOWLEDGE, POWER HAS SHIFTED FROM THE BOARD TO PROFESSIONALS IN THE SYSTEM AND TO SPECIAL INTEREST GROUPS. CURRICULUM DEVELOPMENT AND BUDGETING ARE ALMOST COMPLETELY CONTROLLED BY THE HEADQUARTERS SUPERVISORY BUREAUCRACY. IN THE SELECTION OF THE SUPERINTENDENT, THE BOARD OF EDUCATION PLAYS A PRIMARY ROLE. THE DETERMINERS OF SALARY POLICY INCLUDE THE MAYOR AND SPECIAL INTEREST GROUPS AS PARTICIPANTS. PROBLEMS CONCERNING INTEGRATION HAVE PROMPTED THE ACTIVE INVOLVEMENT OF SPECIAL INTEREST GROUPS, FURTHER BREAKING THE MONOPOLY OF POWER VESTED IN THE SMALL CORE OF SUPERINTENDENTS, BOARDS, AND SCHOOL BUREAUCRACIES. SUGGESTIONS FOR DECENTRALIZING THE SYSTEM INCLUDE (1) DEVELOPING EDUCATIONAL PARKS, (2) STRENGTHENING LOCAL SCHOOL BOARDS, (3) DECENTRALIZING ECONOMIC ADMINISTRATION INTO LOCAL SCHOOL DISTRICTS, AND (4) REPLACING THE PRESENT SINGLE DISTRICT WITH SEVERAL COORDINATED SMALLER DISTRICTS. THESE SUGGESTIONS ARE APPLIED TO THE FIVE BOROUGHS OF NEW YORK CITY. THIS DOCUMENT IS ALSO AVAILABLE FROM THE CENTER FOR URBAN EDUCATION, 33 W. 42 ST., NEW YORK, N.Y. 10036, FOR $1.00. (JK)

ED011688 EA000145
THE FLEXIBLE SYSTEM, AN ECONOMIC ANALYSIS OF ADVANTAGES OF THE QUARTERLY CALENDAR IN PUBLIC SCHOOLS. MAR66, 46P.

THE AUTHOR SUBMITS THAT PROBLEMS OF FINANCE AND STUDENT CAPACITY NECESSITATE INCREASED FLEXIBILITY IN SCHOOL PROGRAMS. A POSSIBLE SOLUTION IS PRESENTED--SCHEDULING THE SCHOOL YEAR ON A QUARTER SYSTEM (OR THE FLEXIBLE SYSTEM)--UNDER WHICH ONLY 75 PERCENT OF THE STUDENTS WOULD BE IN SCHOOL AT THE SAME TIME AND THE SCHOOL YEAR WOULD BE EXTENDED TO 11 MONTHS. THIS SYSTEM WOULD INCREASE TEACHER EFFECTIVENESS BY GIVING TEACHERS PROFESSIONAL WORK 11 MONTHS A YEAR AND SUBSTANTIALLY INCREASING THEIR SALARIES. SUCH A PROGRAM WOULD ALSO GIVE STUDENTS GREATER FLEXIBILITY IN PROGRAM PLANNING. ACCELERATED AND DECELERATED PROGRAMS COULD BE EFFECTED MORE EASILY. TWO POSSIBLE FLEXIBLE SYSTEMS ARE PROPOSED--(1) THE PUPIL ROTATION PLAN, AND (2) THE CONSTANT QUARTER PLAN, BOTH OF WHICH ARE DETAILED IN THE REPORT. (HW)

ED011690 EA000205
YEAR-ROUND SCHOOLS FOR POLK COUNTY, FLORIDA, A FEASIBILITY STUDY. WHITE, J. B.; AND OTHERS, 66, 75P.

TO EVALUATE YEAR-ROUND SCHOOLS, POLK COUNTY, FLORIDA, SCHOOLS REQUESTED A STUDY OF THE LITERATURE ON YEAR-ROUND OPERATION OF PUBLIC SCHOOLS AND A NATIONWIDE SURVEY OF STATE DEPARTMENTS OF EDUCATION. NEW YORK, CALIFORNIA, AND FLORIDA WERE FOUND TO OPERATE SOME SCHOOLS ON A YEAR-ROUND BASIS. THREE OF SEVEN OUTLINED PLANS WERE SELECTED FOR SPECIAL ANALYSIS--REGULAR YEAR PLUS SUMMER ATTENDANCE, STAGGERED FOUR QUARTERS, AND THE TRIMESTER PLAN. UNDER THE QUARTER SYSTEM, A POLK COUNTY ELEMENTARY SCHOOL WOULD REQUIRE A MINIMUM OF 540 PUPILS TO OPERATE AT LOWER COST THAN THE PRESENT SYSTEM ALLOWS BECAUSE INSTRUCTIONAL SALARIES AMOUNT TO 80 PERCENT OF ALL CURRENT EDUCATIONAL EXPENSES IN POLK COUNTY. UNDER THE TRIMESTER SYSTEM, THE ELEMENTARY SCHOOL WOULD REQUIRE A MINIMUM OF 432 PUPILS TO OPERATE WITH A LOWER TOTAL INSTRUCTIONAL SALARIES COST. JUNIOR AND SENIOR HIGH SCHOOLS WOULD REQUIRE MORE TEACHERS AND HIGHER SALARIES FOR BOTH THE QUARTER AND TRIMESTER SYSTEMS BECAUSE THEY MUST OFFER A WIDE RANGE OF SUBJECTS REQUIRING A LARGER PROPORTIONATE TEACHING STAFF THAN ELEMENTARY SCHOOLS. OTHER COST DIFFERENTIALS INCLUDE ADMINISTRATION, PLANT OPERATION, AUXILIARY CHARGES, FIXED CHARGES, AND CAPITAL OUTLAY. SPECIAL PROBLEMS INCLUDE ADMINISTRATION, PLANT MAINTENANCE, TEACHER RECRUITMENT AND RETENTION, CURRICULUM DEVELOPMENT, PUPIL REASSIGNMENT, AND PUBLIC RELATIONS. PUBLIC REACTION FROM 4,210 RESPONDENTS (2,477 PARENTS, 487 TEACHERS, AND 1,246 STUDENTS) FAVORED THE REGULAR SCHOOL YEAR PLUS SUMMER PROGRAM OPERATED WITHOUT COST TO PARENTS BUT WITH ATTENDANCE COMPULSORY FOR STUDENTS NOT PROMOTED AND VOLUNTARY FOR OTHERS. AN EIGHTH PLAN PROVIDING 210 DAYS OF CONTINUOUS STUDY FOR ALL PUPILS IS RECOMMENDED AS THE BEST MEANS OF INCREASING THE EDUCATIONAL QUALITY LEVEL AND OBTAINING THE GREATEST AMOUNT OF EDUCATIONAL RETURN PER DOLLAR INVESTED IN THE PUBLIC SCHOOLS. (JK)

ED011691 EA000210
THE PRINCIPAL IN PROFILE, A STUDY OF KENTUCKY SENIOR HIGH SCHOOL PRINCIPALS. MAR66, 54P.

FROM THE 206 QUESTIONNAIRES RETURNED FROM THE 337 KENTUCKY PUBLIC SENIOR HIGH SCHOOLS, THE AUTHOR FOUND A COMPOSITE PRINCIPAL WHO IS--(1) A FAMILY MAN IN HIS MIDDLE FORTIES, BORN AND EDUCATED IN KENTUCKY, (2) A SOLID, ACTIVE MEMBER OF HIS SOCIAL COMMUNITY, AND (3) A MEMBER OF HIS PROFESSIONAL ASSOCIATIONS, ATTENDING ONE CONVENTION YEARLY AND CONSIDERING "THE NATIONAL ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS BULLETIN" TO BE HIS MOST VALUABLE PROFESSIONAL PERIODICAL, AND PLANNING TO CONTINUE PRINCIPALSHIP. HE FAVORS (1) THE SUPREME COURT DECISIONS ON PRAYER, SCHOOL INTEGRATION, AND FACULTY DESEGREGATION, (2) FEDERAL AID TO PUBLIC SCHOOLS, (3) REQUIREMENT OF 18 CREDITS FOR HIGH SCHOOL GRADUATION, (4) IMPROVEMENT OF THE ENGLISH CURRICULUM, (5) EMPHASIS ON GENERAL EDUCATION, AND (6) HIGH SCHOOL EDUCATION FOR ALL. HE HOLDS A CONSERVATIVE VIEW TOWARD THE UNGRADED HIGH SCHOOL, THE CARNEGIE UNIT, EDUCATIONAL TELEVISION, AND TEAM TEACHING. HE BELIEVES THAT COLLEGES INFLUENCE HIGH SCHOOL COURSE OFFERINGS MORE THAN ANY OTHER INSTITUTION AND THAT NEITHER COLLEGE INSTRUCTORS NOR PROFESSORS ARE AWARE OF THE REALITIES OF PUBLIC HIGH SCHOOL EDUCATION. FROM COMPARISON WITH A 1950 STUDY, THE AUTHOR CONCLUDED THAT BOTH PRINCIPAL AND PRINCIPALSHIP HAVE IMPROVED. THE 33 QUESTIONS OF THE OPINION PROFILE ARE REPRODUCED. THIS ARTICLE WAS PUBLISHED IN THE "BULLETIN OF THE BUREAU OF SCHOOL SERVICE," VOLUME 38, NUMBER 3, MARCH 1966, OF THE COLLEGE OF EDUCATION, UNIVERSITY OF KENTUCKY, AND IS ALSO AVAILABLE FROM THE UNIVERSITY OF KENTUCKY, LEXINGTON, KENTUCKY 40506, FOR $1.00. (JB)

ED011693 EA000423
SCHOOL BOARDS AND SCHOOL BOARD MEMBERSHIP, RECOMMENDATIONS AND REPORT OF A SURVEY. PERKINS, JAMES A.; AND OTHERS, 77P.

THE CHARACTERISTICS OF NEW YORK STATE SCHOOL BOARDS AND THEIR MEMBERS ARE INVESTIGATED, AND A DIFFERENTIATION IS MADE BETWEEN EFFECTIVE AND INEFFECTIVE BOARDS. TWENTY-SEVEN SCHOOL DISTRICTS, STRATIFIED BY REGION AND EFFECTIVENESS, WERE INCLUDED IN THE SAMPLE. INTERVIEWS AND QUESTIONNAIRES WERE USED TO OBTAIN DATA FROM ALL CURRENT BOARD MEMBERS, TWO OF THE MOST RECENTLY RETIRED BOARD MEMBERS, AND THE PRESIDENTS OF TEACHERS' AND PARENTS' ORGANIZATIONS. FOUR SEPARATE CRITERIA WERE USED TO ASSESS THE EFFECTIVENESS OF EACH SCHOOL BOARD--(1) A SUBJECTIVE RATING BY EDUCATORS, (2) A SUBJECTIVE RATING BY THE INTERVIEWERS, (3) AN OBJECTIVE COMPARISON WITH SIMILAR SCHOOL DISTRICTS ON PER PUPIL EXPENDITURES FOR INSTRUCTIONAL SERVICES, AND (4) AN OBJECTIVE COMPARISON WITH LIKE SCHOOL DISTRICTS ON THE LEVEL OF LOCAL FINANCIAL EFFORT FOR EDUCATION. A SCHOOL BOARD RANKED AS EFFECTIVE ON TWO OF THE FOUR CRITERIA AND AVERAGE ON THE OTHER TWO WAS CONSIDERED EFFECTIVE. THE FINDINGS REVEALED--(1) BOARD MEMBERS TENDED TO BE MIDDLE AGED, FINANCIALLY AND OCCUPATIONALLY ABOVE AVERAGE, WELL-EDUCATED, MALE, PROTESTANT, AND REPUBLICAN, (2) MEMBERS OF EFFECTIVE BOARDS WERE FINANCIALLY MORE SUCCESSFUL, WERE BETTER EDUCATED AND OF HIGHER OCCUPATIONAL STATUS, AND HAD LONGER BOARD EXPERIENCE THAN MEMBERS OF INEFFECTIVE BOARDS, AND (3) EFFECTIVE BOARDS WERE LOCATED IN LARGER AND WEALTHIER DISTRICTS, WERE MORE LIKELY TO USE FORMAL NOMINATING COMMITTEES TO SELECT AND RECRUIT NEW BOARD MEMBERS, AND MORE OFTEN ASSISTED NEW BOARD MEMBERS IN LEARNING THEIR JOB THAN INEFFECTIVE BOARDS. (GB)

ED011697 EA000476
SCHOOL BOARD--SCHOOL EMPLOYE NEGOTIATIONS, REPORT OF PRESENTATIONS AT A CONFERENCE ON SCHOOL BOARD-SCHOOL EMPLOYE NEGOTIATIONS (MADISON, DECEMBER 10, 1966). LINTON, THOMAS; AND OTHERS, JAN67, 76P.

AT A CONFERENCE OF WISCONSIN SCHOOL BOARDS IN DECEMBER 1966, EIGHT MAJOR ASPECTS OF COLLECTIVE BARGAINING BETWEEN SCHOOL BOARDS AND SCHOOL EMPLOYEES WERE CONSIDERED. THEY WERE--(1) PREPARATORY WORK FOR NEGOTIATIONS INCLUDES RECOGNITION OF COLLECTIVE NEGOTIATION IN PUBLIC EDUCATION AND DEVELOPMENT OF THE SCHOOL BOARD'S POSITION, (2) THE NEGOTIATION SESSION INVOLVES THE SCHOOL BOARD IN THE ROLE OF MANAGEMENT, PROBLEMS OF WHO SHOULD DO THE NEGOTIATING, AND TECHNIQUES FOR RESOLVING DEADLOCKS, (3) THE WRITTEN AGREEMENT RAISES PROBLEMS OF FORM, COVERAGE, REPRESENTATION, GRIEVANCE AND ARBITRATION PROCEDURES, CONTRACT DURATION, AND THE SAVING CLAUSE, (4) A RECOMMENDED PROGRAM OF PERSONNEL ADMINISTRATION INCLUDES EMPLOYMENT PROCEDURES, PROVISION FOR INSERVICE IMPROVEMENT, AND

COMMENSURATE COMPENSATION, (5) A PREVENTIVE GRIEVANCE PROGRAM INVOLVES DEVELOPMENT OF A COMBINED ORAL AND WRITTEN GRIEVANCE PROCEDURE, (6) AN APPROVED SALARY SCHEDULE IS SUGGESTED, BASED UPON EIGHT ESSENTIALS ADOPTED BY THE NEA, (7) THE EXPANDING SCOPE OF NEGOTIATIONS BETWEEN SCHOOL BOARDS AND TEACHERS INCLUDES ANY PHASE OF EDUCATION AFFECTING THE WORKING LIFE OF THE TEACHER OR THE QUALITY OF THE EDUCATIONAL PROGRAM, AND (8) THE STATE'S MUNICIPAL LABOR LAW IS REVIEWED WITH RESPECT TO BOTH PROFESSIONAL AND NONPROFESSIONAL EMPLOYEES OF THE SCHOOL BOARD. THIS DOCUMENT IS ALSO AVAILABLE FROM THE WISCONSIN ASSOCIATION OF SCHOOL BOARDS, BOX 160, WINNECONNE, WISCONSIN 54986, FOR $2.50. (JK)

ED011699 EA000515
CRITERIA FOR EVALUATING FEDERAL EDUCATION PROGRAMS. 9P.

CRITERIA ARE SUGGESTED FOR REVIEWING THE PURPOSE, METHOD, AND DESIGN OF EXISTING AND PROPOSED FEDERAL GRANT PROGRAMS FOR PUBLIC SCHOOLS. EVALUATION OF EXISTING FEDERAL EDUCATIONAL PROGRAMS IS NECESSITATED BY THEIR INCREASINGLY COMPLEX RELATIONSHIP WITH STATE AND LOCAL PROGRAMS. OF PRIMARY CONCERN ARE THE PURPOSE OF FEDERAL EDUCATIONAL PROGRAMS, THE EFFECTIVENESS OF ADMINISTRATIVE RELATIONS FOR SOUND FEDERAL-STATE-LOCAL RELATIONSHIPS, AND THE COMBINED EFFECT OF ALL FEDERAL PROGRAMS IN THE DEVELOPMENT OF ADEQUATE PUBLIC SCHOOLS IN ALL STATES. GOALS INCLUDE PROVISION OF SPECIAL PURPOSE GRANTS FOR EDUCATING DISADVANTAGED CHILDREN, COMPENSATION FOR DEFICIENCIES IN THE SCHOOL TAX BASE RESULTING FROM THE TAX-EXEMPT STATUS OF FEDERAL PROPERTY, AND FINANCING OF RESEARCH AND DEVELOPMENT PROGRAMS FOR EDUCATIONAL IMPROVEMENT. IT WAS SUGGESTED THAT FEDERAL PROGRAM ADMINISTRATION SHOULD BE COORDINATED WITH STATE AND LOCAL PROGRAMS THROUGH STATE DEPARTMENTS OF EDUCATION. AS FEDERAL CATEGORICAL AID BECOME OPERATIVE, PROVISION SHOULD BE MADE FOR THE STATE TO ADJUST ITS GRANT PROGRAM TO LOCAL SCHOOL SYSTEMS IN ORDER TO REALIZE OPTIMUM ALLOCATION OF TOTAL FUNDING. DISCRETIONARY ALLOCATION OF FEDERAL PROGRAM FUNDS SHOULD BE MINIMIZED BY THE APPLICATION OF OBJECTIVE FORMULAS. ONLY THROUGH A TAX-SHARING PLAN OR SOME OTHER FORM OF FEDERAL SUPPORT WILL ADEQUATE PUBLIC SCHOOL PROGRAMS BE DEVELOPED IN ALL STATES. (JK)

ED011705 EA000536
DETROIT, MICHIGAN--A STUDY OF BARRIERS TO EQUAL EDUCATIONAL OPPORTUNITY IN A LARGE CITY. REPORT OF AN INVESTIGATION. COHRS, RAY M.; AND OTHERS, MAR67, 114P.

IN MARCH 1966, THE DETROIT EDUCATION ASSOCIATION REQUESTED THAT THE NATIONAL COMMISSION ON PROFESSIONAL RIGHTS AND RESPONSIBILITIES OF THE NATIONAL EDUCATION ASSOCIATION CONDUCT A FULL SCALE INVESTIGATION OF THE ALLEGED GROSS INEQUALITY OF EDUCATIONAL OPPORTUNITIES AVAILABLE TO DETROIT'S YOUTH. THE COMMISSION DISCOVERED THAT THE ROOT OF THE PROBLEM LAY IN THE STRUCTURE AND SUBSTANCE OF THE URBAN SOCIETY ITSELF. SINCE 1950, THERE HAS BEEN A RAPID MOVEMENT OF MIDDLE AND UPPER-MIDDLE CLASS WHITES TO THE SUBURBS AND A LARGE IMMIGRATION OF LOW-INCOME NEGROES INTO THE CENTER CITY. BUSINESSES HAVE MOVED TO THE SUBURBS, AND THE LOWERED TAX BASE AND PROPERTY VALUE HAVE RESULTED IN A LACK OF TAX FUNDS FOR THE FINANCING OF CENTER CITY EDUCATION. IN CONSEQUENCE, THERE IS AN INSUFFICIENCY OF CLASSROOM SPACE AND QUALIFIED TEACHERS, EXCESSIVELY HIGH TEACHER TURNOVER, COMMUNICATION FAILURE BETWEEN ADMINISTRATION AND TEACHING STAFF AND BETWEEN SCHOOL SYSTEM AND ECONOMICALLY DISSADVANTAGED COMMUNITIES, DE FACTO SEGREGATION, AND AN ACHIEVEMENT GAP BETWEEN LOW-INCOME AREA SCHOOLS AND MIDDLE- AND UPPER-INCOME AREA SCHOOLS. THE COMMISSION RECOMMENDED DEVELOPMENT OF THE CENTER CITY IN THE AREAS OF (1) FISCAL REFORM, (2) TEACHER PREPARATION, (3) URBAN PLANNING, (4) DE FACTO SEGREGATION, (5) HIGHER EDUCATION, AND (6) PUBLIC RELATIONS. THIS DOCUMENT IS ALSO AVAILABLE AS NEA STOCK NUMBER--165-04948 25M FROM THE NATIONAL EDUCATION ASSOCIATION, 1201 SIXTEENTH STREET, N.W., WASHINGTON, D.C. 20036. (HW)

ED011717 EC000151
CRITERIA FOR SPECIAL EDUCATION PROGRAMS IN NEBRASKA SCHOOLS. FALLS, CHARLES W.; AND OTHERS, 66, 46P.

THIS ADMINISTRATOR GUIDE CONTAINS THE FULL STATEMENT OF LAWS AND RULINGS FOR THE ESTABLISHMENT AND OPERATION OF SPECIAL EDUCATION PROGRAMS. FOR EACH TYPE OF HANDICAP, A DEFINITION, ADMISSION CRITERIA, TEACHER QUALIFICATIONS, PROCEDURE FOR ESTABLISHING PROGRAM, AND REIMBURSEMENT INFORMATION ARE PROVIDED. SCHOOL PSYCHOLOGICAL SERVICES AND OTHER AGENCIES DEALING WITH EXCEPTIONAL CHILDREN ARE LISTED. (MY)

ED011720 EC000181
SPECIAL EDUCATION PROGRAMS. SPECIAL REPORT. SEP63, 37P.
EDRS PRICE MF-$0.09 HC-$1.48

PROGRAMS FOR HANDICAPPED CHILDREN AND THE NEED FOR FACILITIES ARE OUTLINED. CHARTS AND MAPS PRESENT COUNTY GEOGRAPHIC DISTRIBUTION FOR EACH HANDICAP. SPACE AND DESIGN RECOMMENDATIONS FOR PROJECTED FACILITIES AND MODIFICATION OF EXISTING PHYSICAL FACILITIES ARE INCLUDED. (MY)

ED011761 JC670131
LOOKING AHEAD TO BETTER EDUCATION IN MISSOURI, A REPORT ON ORGANIZATION, STRUCTURE, AND FINANCING OF SCHOOLS AND JUNIOR COLLEGES. EURICH, ALVIN C.; AND OTHERS, SEP66, 144P.

TO DETERMINE STATEWIDE EDUCATIONAL NEEDS IN RELATION TO EXISTING PRACTICES, DATA ARE DERIVED FROM OVER 500 INTERVIEWS AND CONFERENCES, AS WELL AS DOCUMENTS AND OTHER MATERIALS. RECOMMENDATIONS INCLUDE--(1) EXPANSION OF THE STATE ADMINISTRATIVE ROLE TO REMEDY LOCAL INEQUITIES, (2) REVISION OF STATE LAWS TO REGULARIZE EDUCATIONAL APPOINTMENT AND TENURE PRACTICES, (3) INITIATION OF PLANNING, RESEARCH, AND EVALUATION OF THE EDUCATIONAL SYSTEM AND DEVELOPMENT OF A MASTER PLAN, (4) ESTABLISHMENT OF A STATEWIDE ACHIEVEMENT TESTING PROGRAM TO BE USED AS A BASIS FOR PROVIDING SPECIAL ASSISTANCE AS NEEDED BY INDIVIDUAL SCHOOLS, (5) REVISION OF ACCREDITATION PROCEDURES, (6) A FEASIBILITY STUDY TO DETERMINE APPROPRIATE APPLICATION OF DATA PROCESSING TECHNIQUES TO STATE BOARD OPERATIONS, (7) REORGANIZATION OF SCHOOL DISTRICTS, (8) NONPARTISAN ELECTION OF LOCAL BOARD MEMBERS, AND (9) REVISION OF LOCAL AND STATE TAX AND FUNDING REGULATIONS. ADMINISTRATION OF THE JUNIOR COLLEGE SYSTEM SHOULD BE REGULARIZED AND A SPECIFIC MASTER PLAN DEVELOPED TO ASSURE INCLUSION OF VOCATIONAL AND CONTINUING EDUCATIONAL OPPORTUNITIES AS WELL AS TRANSFER CURRICULUMS. ACCREDITATION, CURRICULUMS, AND FACULTY APPOINTMENT QUESTIONS SHOULD BE COORDINATED ON A STATEWIDE LEVEL RATHER THAN THROUGH THE UNIVERSITY OF MISSOURI AS AT PRESENT. THIS DOCUMENT IS ALSO AVAILABLE FROM THE COCHAIRMAN OF THE MISSOURI GOVERNOR'S CONFERENCE ON EDUCATION, 7530 MARYLAND AVENUE, ST. LOUIS, MISSOURI 63105. (AL)

ED011782 RC000314
THE TWENTY ELEMENTS OF INSTRUCTIONAL TELEVISION. 12FEB66, 31P.

THIS PAPER WAS PRESENTED AT THE ELEVEN NATION UNITED ARAB REPUBLIC SEMINAR ON EDUCATIONAL TELEVISION SPONSORED BY THE CENTRE FOR EDUCATIONAL TELEVISION OVERSEAS (CAIRO, EGYPT, FEBRUARY 6-12, 1966). IT PURPOSES ARE TO DISCUSS THE POTENTIALS OF TELEVISION TO SOLVE SPECIAL EDUCATIONAL NEEDS, AND TO PRESENT 20 ELEMENTS WHICH THE AUTHOR BELIEVES ARE VITAL TO THE SUCCESSFUL USE OF TELEVISION IN EDUCATION. THESE ELEMENTS INCLUDE--(1) THE EDUCATIONAL NEED, (2) THE TELEVISION TEACHER, (3) CURRICULUM AND LESSON PLANNING AND SUPPORT, (4) THE TELEVISION LESSON, (5) SUPPORTING PRODUCTION, (6) THE TELEVISION MEDIUM, (7) TELEVISION ORIGINATION EQUIPMENT, (8) TELEVISION DISTRIBUTION SYSTEM, (9) GENERAL ADMINISTRATIVE SUPPORT, (10) LOCAL ADMINISTRATIVE SUPPORT, (11) THE CLASSROOM TEACHER, (12) TEACHER UTILIZATION, (13) SYSTEM OF INFORMATION DISSEMINATION, (14) SUPPLEMENTAL INSTRUCTION MATERIALS, (15) THE TELEVISION SET, (16) THE RECEPTION SETTING, (17) RECEIVER MAINTENANCE AND REPAIR, (18) THE STUDENT, (19) FEEDBACK TO THE STUDIO, AND (20) RESEARCH AND EVALUATION. THE AUTHOR CONCLUDES THAT THE ELEMENTS PRESENTED ARE NOT MEANT TO BE A CHECKLIST, BUT RATHER A MEANS OF STRENGTHENING EXISTING PROGRAMS OR DESIGNING BETTER INITIAL EFFORTS. (JM)

ED011783 RC000513
REORGANIZATION--A CONTINUING PROBLEM. OCT60, 6P.

AN ARTICLE ON SCHOOL DISTRICT REORGANIZATION IS PRESENTED TO PROVIDE HELP TO THOSE CONSIDERING THIS STEP AND TO SERVE AS A BASIS FOR RESEARCH. CHARACTERISTICS OF INADEQUATE DISTRICTS ARE LISTED, AND REASONS FOR CONTINUED EXISTENCE OF SUCH DISTRICTS ARE DISCUSSED. FIVE CRITERIA FOR MEASURING SCHOOL DISTRICT ADEQUACY ARE PRESENTED--SCOPE OF THE PROGRAM, ADMINISTRATION AND SCHOOL STAFF, STUDENT POPULATION, THE COMMUNITY, AND THE DISTRICT'S ECONOMIC BASE. MAJOR AREAS DISCUSSED FOR APPLICATION OF CRITERIA INCLUDE EDUCATION FROM KINDERGARTEN THROUGH GRADE 12, BOARD OF EDUCATION FUNCTIONS, SCHOOL PERSONNEL REQUIREMENTS, PUPIL-TEACHER AND PUPIL-COUNSELOR RATIOS, SCHOOL DISTRICT-COMMUNITY RELATIONSHIPS, AND MINIMUM EXPENDITURES FOR EDUCATIONAL PROGRAMS. IMPLICATIONS FOR RESEARCH INCLUDE TWO QUESTIONS--(1) DOES MAKING THE BOUNDARIES OF A SCHOOL DISTRICT COTERMINOUS WITH A NATURAL COMMUNITY LEAD TO MORE ADEQUATE SCHOOL PROGRAMS, AND (2) WHAT ARE SOME USEFUL MEASURES OF EDUCATIONAL POTENTIAL OF A SCHOOL DISTRICT. THE ARTICLE DOES NOT INCLUDE LARGE CITY SCHOOL DISTRICTS IN ITS DISCUSSION. THIS ARTICLE WAS PUBLISHED IN THE "ADMINISTRATOR'S NOTEBOOK," VOLUME 9, NUMBER 2, OCTOBER 1960 AND IS ALSO AVAILABLE FROM THE MIDWEST ADMINISTRATION CENTER, 5835 KIMBARK AVENUE, CHICAGO 37, ILLINOIS, FOR $0.25. (RB)

ED011803 RC000999
SCHOOL PURCHASE PRACTICES IN TEXAS. COOPER, LLOYD G.; AND OTHERS, MAY64, 21P.

THIS REPORT FROM TEXAS WESTERN COLLEGE CONCERNS THE PROBLEMS INVOLVED AND CURRENT PRACTICES IN TEXAS SCHOOL PURCHASING DEPARTMENTS. TWO SURVEYS WERE CONDUCTED BY THE COLLEGE TO INVESTIGATE TWO AREAS. ONE WAS TO DETERMINE SUPERINTENDENTS' PURCHASING PRACTICES BY SCHOOL SIZE, WHILE THE SECOND WAS TO DETERMINE, ALSO BY SCHOOL SIZE, THE LEVEL AND RANGE OF DISCOUNTS GIVEN BY MANUFACTURERS AND SUPPLIERS OF SCHOOL EQUIPMENT. THE AUTHORS RECOMMEND THAT (1) WORKSHOPS ON SCHOOL FINANCE BE HELD, (2) MORE SCHOOL FINANCE

COURSES BE INTRODUCED IN COLLEGE CURRICULUMS, (3) SMALL SCHOOL DISTRICTS INITIATE COOPERATIVE PURCHASING PROGRAMS, AND (4) SMALL COOPERATING SCHOOL DISTRICTS EMPLOY A PURCHASING SPECIALIST. (JH)

ED011805 RC001015
BASIS FOR A PLAN OF ACTION FOR IMPROVING THE EDUCATION OF MIGRANT CHILDREN. A SUMMARY OF RECOMMENDATIONS MADE AT THE CONFERENCE ON THE EDUCATION OF MIGRANT CHILDREN AND YOUTH (JANUARY 1967). LOPEX, LEO; AND OTHERS, JAN67, 59P.

THIS DOCUMENT SUMMARIZES RECOMMENDATIONS FROM THE CONFERENCE ON THE EDUCATION OF MIGRANT CHILDREN AND YOUTH AT SACRAMENTO, CALIFORNIA, SEPTEMBER 23 AND 24, 1966. THE CONFEREES PROPOSED THAT THESE RECOMMENDATIONS BE INCORPORATED INTO THE CALIFORNIA MIGRANT EDUCATION MASTER PLAN FOR IMPROVING THE EDUCATION OF MIGRANT CHILDREN. EIGHTEEN EDUCATIONAL NEEDS OF THESE CHILDREN ARE IDENTIFIED, INCLUDING SIX FOR PERSONNEL, SEVEN FOR FACILITIES, SIX FOR PROGRAMS, AND SIX IN SUPPORTIVE AREAS. INCLUDED ARE A CONFERENCE AGENDA AND A LIST OF ATTENDEES. A POSITION PAPER ON EDUCATIONAL NEEDS OF MIGRANT CHILDREN AND OTHER PAPERS ON THESE NEEDS ARE GIVEN IN THE APPENDIXES. (DD)

ED011806 RC001059
RURAL YOUTH NEED HELP IN CHOOSING OCCUPATIONS. HALLER, ARCHIBALD O.; AND OTHERS, 63, 22P.

THIS BULLETIN OUTLINES THE FACTORS WHICH HINDER RURAL YOUTH IN OBTAINING JOBS, PARTICULARLY WHEN THEY MUST COMPETE WITH URBAN YOUTH FOR THE JOBS. FACTORS DISCUSSED INCLUDE OCCUPATIONAL ASPIRATIONS, CULTURAL INFLUENCES, LEVEL OF EDUCATION, FINANCIAL SUPPORT AVAILABLE, INTELLIGENCE LEVEL, OCCUPATIONAL CHOICE, PERSONALITY, SELF-CONCEPT, AND SOCIAL CLASS. ALSO PRESENTED ARE POSSIBLE IMPROVEMENTS IN RURAL EDUCATION AND VOCATIONAL COUNSELING. (CL)

ED011837 SE000422
SOME STATISTICS OF U.S. SECONDARY SCHOOLS, 1964-1965. SEP65, 5P.

PRESENTED IS STATISTICAL INFORMATION ABOUT UNITED STATES SECONDARY SCHOOLS AND THE TEACHERS WHO COMPRISED THE SCIENCE AND MATHEMATICS FACULTIES OF THESE SCHOOLS DURING 1964-65. DATA INCLUDE ANALYSES OF PUBLIC AND PRIVATE SECONDARY SCHOOLS ACCORDING TO GRADES AND TOTAL SCHOOL ENROLLMENT. SCIENCE AND MATHEMATICS TEACHERS ARE ANALYZED ON THE BASES OF SEX, TEACHING LOAD, AND TYPE OF SCHOOLS IN WHICH THEY TAUGHT. THIS ARTICLE IS PUBLISHED IN "THE SCIENCE TEACHER," VOLUME 32, NUMBER 6, SEPTEMBER 1965. (AG)

ED011863 SE001792
HUMAN RESOURCES, TRAINING OF SCIENTIFIC AND TECHNICAL PERSONNEL. UNITED STATES PAPERS PREPARED FOR THE UNITED NATIONS CONFERENCE ON THE APPLICATION OF SCIENCE AND TECHNOLOGY FOR THE BENEFIT OF THE LESS DEVELOPED AREAS, VOLUME 11. DURSTON, JOHN H.; MEIKLEJOHN, NORMAN J., 63, 217P.

PROBLEMS RELATED TO THE AVAILABILITY OF HUMAN RESOURCES IN LESS DEVELOPED AREAS OF THE WORLD ARE PRESENTED IN A SERIES OF PAPERS FROM A 1963 UNITED NATIONS CONFERENCE. AN INTRODUCTORY SECTION EMPHASIZES MANPOWER PROJECTION AND ASSESSMENT TECHNIQUES, PUBLIC MANAGEMENT, AND OCCUPATIONAL HEALTH AND SAFETY AS THEY RELATE TO ECONOMIC DEVELOPMENT. THE REMAINDER OF THE VOLUME IS CONCERNED WITH THE EDUCATION OF SCIENTIFIC AND TECHNICAL PERSONNEL AND IS SUBDIVIDED INTO (1) PLANNING POLICIES FOR THE DEVELOPMENT OF SCIENTIFIC AND TECHNOLOGICAL PERSONNEL AND (2) EDUCATIONAL PROGRAMS. TOPICS CONSIDERED IN INDIVIDUAL PAPERS INCLUDE--(1) POLICIES FOR THE INCLUSION OF SCIENCE, SCIENCE EDUCATION, AND TECHNOLOGY IN EDUCATIONAL PROGRAMS, (2) THE CURRENT STATUS OF PRIMARY AND SECONDARY SCIENCE AND MATHEMATICS PROGRAMS IN THE UNITED STATES, (3) TRENDS IN THE EDUCATION OF SCIENCE AND MATHEMATICS TEACHERS, (4) PROCEDURES IN CURRICULUM DEVELOPMENT, (5) DESIRABLE PRACTICES IN TEXTBOOK PUBLICATION, AND (6) THE IDENTIFICATION OF SCIENCE TALENT IN YOUTH. THIS DOCUMENT IS AVAILABLE FROM THE SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402, FOR $0.60. (AG)

ED011873 SP000972
THE ROLE OF TEACHERS' ORGANIZATIONS IN EDUCATIONAL PLANNING. WCOTP THEME STUDY, 1966. 66, 115P.

TO PROMOTE INTERNATIONAL EDUCATIONAL PLANNING--AIMED AT ECONOMIC GROWTH, SOCIAL DEVELOPMENT, POLITICAL STABILITY, ENHANCEMENT OF THE NATIONAL CULTURAL HERITAGE, AND DEVELOPMENT OF INDIVIDUAL POTENTIAL--FISCAL, DEMOGRAPHIC, AND PEDAGOGICAL DATA WERE SECURED BY MEANS OF A QUESTIONNAIRE TO 33 TEACHERS' ORGANIZATIONS REPRESENTING 29 COUNTRIES (EXCLUDING LATIN AMERICA). REPORTS WERE SUBMITTED IN RESPONSE TO THE FOLLOWING QUESTION--WHAT ARE THE ORGANIZATION'S VIEWS AS TO THE BASIC FRAMEWORK OF EDUCATIONAL PLANNING. WHO SHOULD DETERMINE THE UNDERLYING SOCIAL PHILOSOPHY. HOW MUCH SHOULD BE SPENT ON EDUCATION. WHAT IS THE SCOPE OF THE PLANNING, DOES IT INCLUDE ALL LEVELS AND TYPES OF EDUCATION. IF NOT NOW IN EFFECT, HOW COULD THE PATTERN BE IMPLEMENTED. WHAT ARE YOUR COUNTRY'S PRACTICES WITH RESPECT TO THE SIX STAGES OF EDUCATIONAL PLANNING--(1) ESTABLISHING AIMS, POLICIES, AND PRIORITIES, (2) ASSESSING THE EXISTING SITUATION, (3) SETTING FUTURE TARGETS CONSISTENT WITH NATIONAL NEEDS, (4) TESTING THE FEASIBILITY OF THESE TARGETS, (5) PUTTING THE PLAN INTO EFFECT, AND (6) EVALUATING THE PLAN AND ITS IMPLEMENTATION. LASTLY, WHAT HAS YOUR ORGANIZATION LEARNED FROM ITS INVOLVEMENT IN EDUCATIONAL PLANNING THAT COULD BENEFIT COLLEAGUES IN OTHER COUNTRIES. BRIEF (UP TO FOUR-PAGE) REPORTS FROM THE 33 TEACHERS' ORGANIZATIONS IN THE 29 COUNTRIES ON THESE QUESTIONS ARE GIVEN. (AW)

ED011880 SP001072
THE EARNING POWER OF TEACHERS, A COMPARATIVE ANALYSIS OF THE ECONOMIC FACTORS AFFECTING TEACHERS IN THE SCHOOL SYSTEM OF THE 50 LARGEST CITIES AND SELECTED SUBURBS ENROLLING 6,000 PUPILS OR MORE. FEB67, 57P.

THIS COMPARATIVE ANALYSIS INVESTIGATED MOONLIGHTING, MINIMUM ADEQUATE FAMILY INCOME, TEACHERS' SALARIES AS AGAINST THOSE IN OTHER OCCUPATIONS, AND POTENTIAL EARNING POWER. THE AVERAGE ANNUAL INCOME OF ALL TEACHERS IN THE UNITED STATES DURING 1966-67 WAS $6,820, BELOW THAT OF MOST INDUSTRIAL, TECHNICAL, AND PROFESSIONAL EMPLOYEES. IN THE 50 LARGEST CITIES IT WAS $8,024, WITH SAN FRANCISCO ($10,033), LOS ANGELES ($9,078), AND NEW YORK ($8,900) LEADING THE OTHERS. HOWEVER, A COMPARISON OF THESE SALARIES WITH THE MINIMUM INCOME NEEDED BY FAMILIES SHOWED ONLY A SMALL SURPLUS. THUS, THE HIGH INCIDENCE OF MOONLIGHTING AMONG TEACHERS CAN BE ATTRIBUTED TO A DESIRE FOR FINANCIAL SECURITY AND EARNINGS COMPARABLE TO THOSE WITH THE SAME OR EVEN LESS EDUCATION. STATISTICS FOR BEGINNING TEACHERS AND A DETAILED BREAKDOWN OF THE TEACHER POPULATIONS IN THE VARIOUS SCHOOL SYSTEMS (EXPERIENCE, AVERAGE SALARY, PERCENT AT MAXIUMUM SALARY, SUBSTITUTES) ARE ALSO PROVIDED. THIS PUBLICATION IS ALSO AVAILABLE FROM THE AMERICAN FEDERATION OF TEACHERS, 716 NORTH RUSH STREET, CHICAGO, ILLINOIS 60611, FOR $1.00. (LC)

ED011892 UD001046
BREAKING THE BARRIERS OF CULTURAL DISADVANTAGE AND CURRICULUM IMBALANCE. 7P.

THE POSITION TAKEN IS THAT THE CURRICULAR CHANGES THAT HAVE BEEN MADE AT THE UNIVERSITY LEVEL TO PERMIT EDUCATIONALLY DISADVANTAGED STUDENTS (USUALLY NEGRO) TO ATTEND COLLEGE ARE ONLY PALLIATIVE BECAUSE MOST ADMISSION PROCEDURES ARE TOO INFLEXIBLE TO CONSIDER THE EFFECTS OF A DISADVANTAGED EDUCATION IN THE LOWER SCHOOLS ON A STUDENT'S SCHOLASTIC RECORD. ON THE OTHER HAND, SOME WELL-MEANING COLLEGES PRACTICE REVERSE DISCRIMINATION AND "INSTANT NEGRITUDE" (TOKENISM) AND ACCEPT DISADVANTAGED MINORITY GROUP STUDENTS WHO MAY NOT BE ABLE TO DO COLLEGE WORK. FOR THE DISADVANTAGED STUDENT THE PROBLEMS OF COLLEGE ADMISSION AND FINANCIAL AID ARE INSEPARABLE, AND THE MOST HELP IS NEEDED BY THE STUDENTS WITH MODEST ACADEMIC CREDENTIALS--THE MOST TALENTED USUALLY CAN GET AID. SEVERAL KINDS OF PROGRAMS TO UPGRADE THE STUDENT'S ACADEMIC PERFORMANCE, AND THUS INCREASE HIS OPPORTUNITIES FOR COLLEGE, HAVE BEEN HELPFUL--LOCAL COMPENSATORY AND ENRICHMENT EFFORTS, EXCHANGE PLANS, AND TUTORING, AMONG OTHERS. MOST CHANGES AT THE PRESENT TIME IN THE COLLEGE CURRICULUM BENEFIT THE ABLE STUDENT WHO COMES FROM A HIGH SCHOOL WHICH OFFERS ADVANCED ACADEMIC COURSES, BUT IT IS THIS KIND OF CURRICULUM REFORM THAT PRESENTS YET ANOTHER BARRIER FOR THE STUDENT FROM A DISADVANTAGED SCHOOL. THIS ARTICLE WAS PUBLISHED IN THE "PHI DELTA KAPPAN," VOLUME 47, NUMBER 7, MARCH 1965. (NH)

ED011913 VT000028
A FOLLOW-UP STUDY OF THE ATTITUDES OF LOCAL ADMINISTRATORS REGARDING THE FINANCING OF VOCATIONAL EDUCATION IN MICHIGAN. VAN DYKE, ROBERT S.; WENRICH, RALPH C., OCT63, 54P.

RESPONSES FROM 120 ADMINISTRATORS IN ALL SCHOOL DISTRICTS IN MICHIGAN EMPLOYING A REIMBURSED LOCAL DIRECTOR OF VOCATIONAL EDUCATION WERE ANALYZED TO DETERMINE THEIR OPINION ON--(1) PROBABLE EFFECTS ON REIMBURSED PROGRAMS IF THE SALARY REIMBURSEMENT WERE DISCONTINUED AT THE END OF 3 YEARS, (2) USE OF STATE AND FEDERAL FUNDS IN THE DEVELOPMENT OF HIGH SCHOOL AND POST HIGH SCHOOL SERVICES AND PROGRAMS, (3) USE OF STATE AND FEDERAL FUNDS IN THE DEVELOPMENT OF STATE SCHOOLS, AREA SCHOOLS, AND LOCAL SCHOOLS, AND (4) MORE EFFECTIVE USES OF STATE AND FEDERAL FUNDS. TABLES OF DATA INCLUDE--(1) FEDERAL AND STATE FUNDS APPROPRIATED FOR VOCATIONAL EDUCATION IN MICHIGAN BY YEAR FROM 1946 TO 1963, (2) FEDERAL AND STATE FUNDS PAID TO LOCAL COMMUNITIES FOR INSTRUCTION IN DAY SCHOOL PROGRAMS IN MICHIGAN HIGH SCHOOLS FOR COOPERATIVE TRAINING, AGRICULTURAL, HOMEMAKING, AND TRADE AND INDUSTRIAL EDUCATION, AND (3) CHANGES IN THE NUMBER OF REIMBURSED PROGRAMS OPERATED IN MICHIGAN FROM 1960 TO 1962. TABLES OF ADMINISTRATORS' OPINIONS ARE PRESENTED SEPARATELY FOR VOCATIONAL HOMEMAKING, TRADE AND INDUSTRIAL, COOPERATIVE OCCUPATIONS, AND AGRICULTURAL PROGRAMS. IF SALARY REIMBURSEMENTS WERE ELIMINATED, IT WAS CONCLUDED THAT FEW PROGRAMS WOULD BE ELIMINATED AND MOST PROGRAMS WOULD CONTINUE UNALTERED OR WITH SOME MODIFICATIONS. IT WAS RECOMMENDED THAT SUPPORT BE WITHDRAWN FOR SALARIES AFTER 5 YEARS, ONE-THIRD EACH YEAR FOR THE NEXT 3 YEARS. (PS)

ED011918 VT000078
PREPARING AGRICULTURAL TECHNICIANS, REPORT OF A NATIONAL SEMINAR ON AGRICULTURAL EDUCATION (OHIO STATE UNIVERSITY, JULY 20-24, 1964). 64, 172P.

OVER 100 STATE AND NATIONAL LEADERS IN AGRICULTURAL EDUCATION, VOCATIONAL EDUCATION, AND TECHNICAL EDUCATION MET TO CONSIDER THEIR RESPONSIBILITIES FOR PROVIDING LEADERSHIP IN THE DEVELOPMENT AND EXPANSION OF PROGRAMS FOR PREPARING AGRICULTURAL TECHNICIANS. MAJOR SPEECHES ARE PRESENTED -- "THE PROBLEM - THE SETTING - THE PLANS FOR PREPARING AGRICULTURAL TECHNICIANS," "WHAT IS A TECHNICIAN," "AGRICULTURAL TECHNICIAN TRAINING POSSIBILITIES AND RESPONSIBILITIES," "GUIDELINES FOR THE DEVELOPMENT OF TRAINING PROGRAMS FOR AGRICULTURAL TECHNICIANS," "THE LABOURERS ARE FEW," "DETERMINING NEEDS FOR AGRICULTURAL TECHNICIANS," "A GUIDE FOR CURRICULUM DEVELOPMENT FOR EDUCATING AGRICULTURAL TECHNICIANS," "EDUCATION OF HIGHLY SKILLED AGRICULTURAL TECHNICIANS," "STUDENT SERVICES FOR AGRICULTURAL TECHNICIAN PROGRAMS," "FACILITIES AND EQUIPMENT FOR AGRICULTURAL TECHNICIAN PROGRAMS," AND "AGRICULTURAL TECHNICIAN PROGRAMS AND THE FARM EQUIPMENT INDUSTRY." REPORTS OF PANEL DISCUSSIONS AND TASK FORCES ARE GIVEN. (EM)

ED011926 VT000410
EDUCATION AND TRAINING FOR THE WORLD OF WORK, A VOCATIONAL EDUCATION PROGRAM FOR THE STATE OF MICHIGAN. JUL63, 164P.

RECOMMENDATIONS ARE PRESENTED FOR DEVELOPING A MATURE SYSTEM OF VOCATIONAL AND TECHNICAL EDUCATION IN MICHIGAN. THE NEEDS OF EDUCATION ARE PRESENTED. SECONDARY INSTITUTIONS, POSTSECONDARY PROGRAMS, FINANCING, STATE SUPERVISION, TEACHERS, RESEARCH, AND COUNSELING ARE DISCUSSED. THE HUB OF THE VOCATIONAL EDUCATION SYSTEM OF TOMORROW WILL BE THE COMPREHENSIVE AREA POSTSECONDARY AND ADULT EDUCATION INSTITUTION WHICH SHOULD BE IN EVERY COMMUNITY IN THE STATE. WHEN AN AREA IS NOT ABLE TO SUPPORT A POSTSECONDARY INSTITUTION, A COOPERATIVE AREA VOCATIONAL FACILITY OR EDUCATION CENTER SHOULD BE ESTABLISHED WITHIN A COMMUTING AREA AS AN EMBRYO POSTSECONDARY AND ADULT EDUCATION INSTITUTION. REPORTS ON WHAT IS BEING DONE OR CONSIDERED IN VOCATIONAL EDUCATION ARE GIVEN FOR SUCH SELECTED AREAS AS CALIFORNIA, CONNECTICUT, FLORIDA, KENTUCKY, ILLINOIS, MICHIGAN, MINNESOTA, NEW YORK, NORTH CAROLINA, OHIO, AND PENNSYLVANIA. INCLUDED IN THE APPENDIX IS "EXAMPLE OF A BASIC CLASSROOM UNIT FOUNDATION FORMULA FOR DETERMINING STATE SUPPORT OF ELEMENTARY AND SECONDARY EDUCATION IN A HYPOTHETICAL STATE." THIS DOCUMENT IS ALSO AVAILABLE FROM THE W.E. UPJOHN INSTITUTE FOR EMPLOYMENT RESEARCH, 709 SOUTH WESTNEDGE AVENUE, KALAMAZOO, MICHIGAN 49250. (SL)

ED011933 VT002928
COMPILATION OF TECHNICAL EDUCATION INSTRUCTIONAL MATERIALS, SUPPLEMENT II, INSTITUTE PRESENTATIONS, NATIONAL LEADERSHIP DEVELOPMENT INSTITUTES IN TECHNICAL EDUCATION (SUMMER, 1966). COTRELL, C. J., COMP.; VALENTINE, I. E., COMP., APR67, 217P.

INSTITUTES FOR LEADERSHIP TRAINING WERE CONDUCTED BY COLORADO STATE UNIVERSITY, OKLAHOMA STATE UNIVERSITY, RUTGERS--THE STATE UNIVERSITY, THE UNIVERSITY OF FLORIDA, AND THE UNIVERSITY OF ILLINOIS AND COORDINATED BY THE CENTER FOR VOCATIONAL AND TECHNICAL EDUCATION AT THE OHIO STATE UNIVERSITY. PARTICIPANTS WERE 195 LEADERS AND POTENTIAL LEADERS IN TECHNICAL EDUCATION REPRESENTING 46 STATES AND PUERTO RICO. THE SUBJECT AREAS OF THE PRESENTATIONS WERE (1) LEADERSHIP ROLE, (2) RATIONALE AND NEED FOR TECHNICAL EDUCATION, (3) THE TECHNICAL EDUCATION STUDENT, (4) ADMINISTRATIVE STRUCTURE OF TECHNICAL INSTITUTIONS, (5) PROGRAM PATTERNS AND CURRICULUM DEVELOPMENT, (6) FACILITIES AND EQUIPMENT, (7) STAFFING, (8) FINANCING EDUCATION PROGRAMS, (9) SUPERVISION AND INSERVICE EDUCATION, (1) ESTABLISHING RESEARCH, AND (11) PUBLIC RELATIONS. REPRESENTATIVE PRESENTATIONS FROM SELECTED AREAS WERE--(1) "THE LEADERSHIP ROLE," (2) "RATIONALE AND NEED FOR TECHNICAL EDUCATION," (3) "THE ADMINISTRATOR'S ROLE IN PROVIDING SUPPORT FOR EFFECTIVE FACULTY-STUDENT DIALOGUE," (4) "IMPLICATIONS AND IMPACT OF THE VOCATIONAL EDUCATION ACT OF 1963," AND (5) "STAFFING." VT 002 530, VT 002 936, AND VT 002 930 CONTAIN ADDITIONAL INFORMATION ON THE INSTITUTES. (HC)

ED011937 AA000054
THE EMERGENT ROLES OF THE TEACHER AND THE AUTHORITY STRUCTURE OF THE SCHOOL. APR66, 27P.

THE NEED FOR TWO SEPARATE STRUCTURES FOR TEACHER PARTICIPATION IN SCHOOL GOVERNMENT WAS DISCUSSED. THE FIRST STRUCTURE WOULD INVOLVE THE PARTICIPATION OF TEACHERS AS MEMBERS OF EXTRA-SCHOOL ASSOCIATIONS IN THE DEVELOPMENT OF ORGANIZATIONAL POLICY AND EXTRINSIC CONDITIONS OF WORK. THE SECOND STRUCTURE WOULD ENCOMPASS THE PARTICIPATION OF TEACHERS AS PROFESSIONAL COLLEAGUES, IN THE ORGANIZATION, ON ORGANIZATIONAL DECISION MAKING IN EDUCATION AS AN EXPERT DOMAIN. THE AUTHOR CONCLUDES THAT ESTABLISHMENT OF THIS NEW APPROACH, BASED ON THE SEPARATION OF THE DECISION AREAS OF WORKING CONDITIONS AND SALARY FROM THE DECISION AREA OF EDUCATIONAL PROGRAM DEVELOPMENT, DEPENDS NOT ONLY ON WHAT COURSE TEACHERS THEMSELVES CHOOSE, BUT ALSO ON WHAT CHOICES ADMINISTRATORS AND BOARD MEMBERS OFFER. THIS PAPER WAS PREPARED FOR COLLECTIVE NEGOTIATIONS AND EDUCATIONAL ADMINISTRATION, THE UCEA CAREER DEVELOPMENT SEMINAR (UNIVERSITY OF ARKANSAS, APRIL 24-26, 1966). (GD)

ED012061 CG000064
SUMMARY AND RECOMMENDATIONS FOR STRENGTHENING COUNSELING SERVICES FOR DISADVANTAGED YOUTH. (TITLE SUPPLIED). 66, 7P.

THE EDUCATIONAL CHALLENGE IN AMERICA'S CHANGING SOCIETY IS TO BRING EQUAL EDUCATIONAL OPPORTUNITIES TO ALL. SCHOOL COUNSELORS MUST EXPAND AND STRENGTHEN THE SERVICES THEY OFFER. THE COMMON DENOMINATOR AMONG SO-CALLED "DISADVANTAGED" GROUPS IS POVERTY, AND EDUCATORS MUST UNDERSTAND BOTH THE PROBLEMS AND THE POSITIVE QUALITIES OF THE POVERTY CULTURE. NEW, POSITIVE APPROACHES MUST BE USED IN A MIDDLE-CLASS-ORIENTED EDUCATIONAL SYSTEM IN ORDER TO SUCCEED WITH DISADVANTAGED STUDENTS. FAMILY FOCUS IS A NECESSARY PART OF COMPENSATORY EDUCATION PROGRAMS. LISTS OF RECOMMENDATIONS RESULTING FROM A SERIES OF WORKSHOPS DEALING WITH EDUCATION OF THE DISADVANTAGED CHILD ARE PRESENTED TO THE STATE DEPARTMENT OF EDUCATION AND TO COORDINATORS OF GUIDANCE SERVICES. (PS)

ED012089 EA000057
IDAHO TEACHER MOBILITY--1965. ORLICH, DONALD C.; AND OTHERS, JUL66,
DOCUMENT NOT AVAILABLE FROM EDRS.

WITH IMPROVED CLASSROOM TEACHING AS A MAJOR GOAL, RESPONSES FROM 717 TEACHERS (72.7 PERCENT OF THE 929 SURVEYED) WERE ANALYZED TO DETERMINE CAUSES OF IDAHO'S RELATIVELY HIGH RATE OF PUBLIC SCHOOL TEACHER MOBILITY AND TO RECOMMEND MEASURES PROMOTING TEACHER RETENTION. BASED UPON SIX CONTRIBUTING FACTORS--ADMINISTRATIVE, COMMUNITY, ECONOMIC, PERSONAL AND FAMILY, PUPIL, AND WORKING CONDITIONS--A WEIGHTED COMPARATIVE MEASUREMENT TECHNIQUE, CALLED A "CRITICAL INDEX FOR TEACHER TURNOVER," WAS DEVELOPED FOR A COMPREHENSIVE EVALUATION OF TEACHER RESIGNATION. IN 1965, THE RESIGNATION OF 986 FULL-TIME CERTIFICATED PERSONNEL (13.5 PERCENT OF 7,557 TOTAL) WAS THE SMALLEST NUMBER REPORTED SINCE 1955. DATA SHOW REDUCTION WAS LARGELY DUE TO A SALARY INCREASE MADE POSSIBLE BY THE 1965 STATE SALES TAX APPROPRIATION FOR PUBLIC SCHOOLS. REASONS CITED FOR RESIGNATION OR TRANSFER WERE POOR WORKING CONDITIONS, LACK OF ADEQUATE TEACHING MATERIALS, LOW TEACHER MORALE, AND POOR COMMUNICATION BETWEEN TEACHERS AND ADMINISTRATIVE PERSONNEL. MALE TEACHERS WERE FOUND TO RESIGN OR CHANGE LOCATION PRIMARILY FOR ECONOMIC REASONS AND FEMALE TEACHERS BECAUSE OF WORKING CONDITIONS. DATA TO SUPPORT THE FINDINGS INCLUDE ANALYSES OF MINIMUM AND MAXIMUM SALARY SCHEDULES, AGE DISTRIBUTION, ACADEMIC PREPARATION FOR ELEMENTARY AND SECONDARY SCHOOL TEACHERS, MAJOR AND MINOR TEACHING FIELDS, AND RESPONSES BY SEX FOR TEACHERS LEAVING OR REMAINING IN IDAHO. THE STUDY RECOMMENDS CONTINUED IMPROVEMENT IN THE STATE'S ECONOMIC SUPPORT-BASE FOR EDUCATION TO REDUCE THE DETRIMENTAL EFFECTS OF TEACHER MOBILITY ON THE INSTRUCTIONAL PROGRAM, ESPECIALLY AT THE SECONDARY LEVEL WHERE CURRICULUM REFORMS ARE BEING INSTITUTED. THE QUESTIONNAIRES, TABULATED RESPONSES, AND BIBLIOGRAPHY ARE INCLUDED. THIS DOCUMENT IS AVAILABLE FROM THE COLLEGE OF EDUCATION, IDAHO STATE UNIVERSITY, POCATELLO, IDAHO 83201, AND FROM THE IDAHO EDUCATION ASSOCIATION, 614 STATE STREET, BOISE, IDAHO 83702, 133 PAGES. (JK)

ED012091 EA000369
DETERMINANTS OF SCHOOL ENROLLMENT AND SCHOOL PERFORMANCE. 27P.

DEMOGRAPHIC VARIABLES (X) DESCRIBING AGE, COLOR, SEX, RURAL-URBAN STATUS, EDUCATION OF PARENTS, AND INCOME OF PARENTS ARE USED AS EXOGENOUS VARIABLES TO EXPLAIN SCHOOL ENROLLMENT RATES (R)--THE FRACTION OF A GROUP WITHIN THE SCHOOL AGE POPULATION ENROLLED IN SCHOOL--AND RELATIVE PROGRESS (P)--THE FRACTION OF A GROUP OF STUDENTS WHO ARE AHEAD OF THEIR AGE GROUP MINUS THE FRACTION WHO ARE BEHIND. A MODEL IS DEVELOPED AND TESTED STATISTICALLY, USING DATA OF ONE OF THE 1960 CENSUS SPECIAL REPORTS ON EDUCATION. THE RESULTS SHOW THAT THE X VARIABLES, ESPECIALLY THE PARENT'S EDUCATION VARIABLE, ARE SUCCESSFUL IN EXPLAINING R AND P. THESE X VARIABLES ARE, HOWEVER, ALMOST COMPLETELY OUTSIDE THE CONTROL OF THE CHILDREN THEMSELVES SO THAT TO SOME EXTENT THIS IS A MEASURE OF A LACK OF EQUAL OPPORTUNITY. IN ADDITION, THESE X VARIABLES ARE OUTSIDE THE CONTROL OF POLICY MAKERS WHO MIGHT WISH TO INFLUENCE P AND R. (HW)

ED012092 EA000465
USING COMPUTERS IN EDUCATION--SOME PROBLEMS AND SOLUTIONS. 18NOV66, 12P.

POSSIBLE SOLUTIONS TO THE PROBLEM OF THE DESIGN OF COMPUTER-ASSISTED INSTRUCTION (CAI) PROGRAMS ARE TO COPY EXISTING METHODS, TO USE SCIENTIFIC METHODS, OR TO DESIGN PROGRAMS FITTED TO LOCAL NEEDS. THE BEST ANSWER TO THE PROBLEM OF INSTRUCTIONAL MANAGEMENT SYSTEMS NEEDED FOR CAI PROGRAMS IS COMPUTER ANALYSIS OF STUDENT PERFORMANCE DATA. TRAINING EDUCATORS, USING COMPUTER SPECIALISTS, AND DEVELOPING NATURAL LANGUAGE PROGRAMS FOR COMPUTERS ARE MEANS OF HELPING EDUCATORS TO WORK WITH COMPUTERS. COSTS MAY BE REDUCED BY USING NEWER AND LESS EXPENSIVE COMPUTERS, BY PURCHASING LESS EXPENSIVE INPUT-OUTPUT UNITS, AND BY USING TIME-SHARING AND LESS EXPENSIVE TRANSMISSION FACILITIES. INTEGRATION OF CAI PROGRAMS INTO OTHER SCHOOL FUNCTIONS IS AIDED BY PREPLANNING AND THE INCLUSION OF DATA PROCESSING INTO THE COMPUTER PROGRAM. GRADUAL PROGRAM BUILDUP, ADEQUATE STAFF TRAINING, AND SELF-EVIDENT RESULTS CAN OVERCOME THE PROBLEM OF GAINING

SCHOOL STAFF ACCEPTANCE OF A COMPUTER PROGRAM. THIS PAPER WAS PRESENTED AT THE UNITED STATES AIR FORCE IN EUROPE EDUCATION SERVICES CONFERENCE (WIESBADEN, OCTOBER 4, 1966). (HM)

ED012093 EA000474
EDP AND THE SCHOOL ADMINISTRATOR. EMERSON, WILLIAM J.; AND OTHERS, 67,
DOCUMENT NOT AVAILABLE FROM EDRS.

THE PRESENT AND FUTURE ROLE OF COMPUTERS IN EDUCATION IS EXAMINED IN TERMS OF PREPLANNING, USE, AND FUNCTION. SYSTEMS ANALYSIS IS SEEN AS THE BEST MEANS OF VIEWING THE TOTAL OPERATION AND OF FINDING UNIFYING PATTERNS AND LOGICAL, EFFICIENT OPERATING PROCEDURES WITHIN THE SCHOOL SYSTEM. BASIC COMPUTER OPERATIONS ARE DESCRIBED, AND HARDWARE AND SOFTWARE ARE DISCUSSED. LIBRARIES, COMPUTER-ASSISTED INSTRUCTION, AND ADMINISTRATIVE INFORMATION STORAGE ARE SUGGESTED AS AREAS OF POTENTIAL COMPUTER USE. THE IMPORTANCE OF PREPARING SCHOOL ADMINISTRATORS TO COMPREHEND AND USE COMPUTER SYSTEMS IS STRESSED. THIS DOCUMENT IS AVAILABLE FROM THE AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS, 1201 SIXTEENTH STREET, N.W., WASHINGTON, D.C. 20036, 76 PAGES, $3.00. (HM)

ED012094 EA000494
BALTIMORE, MARYLAND, CHANGE AND CONTRAST--THE CHILDREN AND THE PUBLIC SCHOOLS. REPORT OF AN INVESTIGATION. BOWSER, VIVIAN R.; AND OTHERS, MAY67, 90P.

A SPECIAL COMMITTEE INVESTIGATED EDUCATIONAL PROBLEMS IN BALTIMORE RELATED TO PUBLIC SCHOOLS IN THE INNER CITY. OBSERVATIONS WERE MADE AT 24 SCHOOLS IN THE INNER CITY, THE OUTER EDGES OF THE CITY, AND THE INTERMEDIATE AREAS. MOST OF THE PROBLEMS WERE ROOTED IN THE SLUMS WHERE THE MAJORITY OF PUPILS ARE NEGRO, TEACHERS ARE UNDERPAID, BUILDINGS ARE INADEQUATE AND POORLY MAINTAINED, SCHOOLS ARE UNDERSTAFFED, AND THE SCHOOL SYSTEM IS UNDERFINANCED. BECAUSE OF YEARS OF NEGLECT, SLUM SCHOOLS FAIL TO PROVIDE DISADVANTAGED STUDENTS WITH EDUCATION EQUAL TO THAT PROVIDED IN THE CITY'S PREDOMINANTLY WHITE SUBURBAN SCHOOLS. DATA ARE GIVEN CONCERNING PERCENTAGE OF PROVISIONAL TEACHERS, CONTINUED USE OF INADEQUATE FACILITIES, EXTENT OF RECENT SCHOOL CONSTRUCTION, VOCATIONAL TRAINING PROGRAMS, DISPARITY BETWEEN STATE AND CITY PER-PUPIL COSTS FOR INSTRUCTIONAL SUPPLIES, BUDGET REQUESTS AND APPROPRIATIONS, TAX SUPPORT, CLASS SIZE, RATIO OF STAFF TO PUPILS AND TEACHER EARNINGS. SPECIFIC RECOMMENDATIONS INCLUDE IMPROVING THE FINANCIAL BASE FOR THE CITY'S SCHOOL SYSTEM AND ENGAGING THE CONSTRUCTIVE ASSISTANCE OF CIVIC AGENCIES AND OFFICIALS PRIMARILY RESPONSIBLE FOR INITIATING ACTION. SANCTIONS AGAINST THE CITY SCHOOL SYSTEM'S LACK OF CORRECTIVE ACTION ARE APPENDED. (JK)

ED012096 EA000524
SOME RESULTS OF A SIMULATION OF AN URBAN SCHOOL DISTRICT. 30MAR67, 68P.

A COMPUTER PROGRAM WHICH SIMULATES THE GROSS OPERATIONAL FEATURES OF A LARGE URBAN SCHOOL DISTRICT IS DESIGNED TO PREDICT SCHOOL DISTRICT POLICY VARIABLES ON A YEAR-TO-YEAR BASIS. THE MODEL EXPLORES THE CONSEQUENCES OF VARYING SUCH DISTRICT PARAMETERS AS STUDENT POPULATION, STAFF, COMPUTER EQUIPMENT, NUMBERS AND SIZES OF SCHOOL BUILDINGS, SALARY, OVERHEAD COSTS, AND INFLATION EFFECTS. PAST AND PRESENT VALUES OF THESE PARAMETERS ARE USED TO CALCULATE FUTURE TRENDS. ADMINISTRATIVE DATA WHICH LIMIT THE MODEL ARE STUDENTS PER STAFF MEMBER, SPACE PER STUDENT, AND COMPUTER EQUIPMENT PER STUDENT. COMMUNITY-ESTABLISHED LIMITS ARE THE OPERATING BUDGET, CAPITAL BUDGET, AND COMPUTER BUDGET. THE SIMULATOR PROGRAM CAN BE USED TO DETERMINE THE OPTIMUM POLICY TO BE ADOPTED IN TERMS OF THE FOREGOING PARAMETERS AND LIMITS. THE FORTRAN PROGRAM IS INCLUDED IN THE APPENDIX. (HM)

ED012097 EA000525
APPLYING OPERATIONAL ANALYSIS TO URBAN EDUCATIONAL SYSTEMS, A WORKING PAPER. 06JAN67, 34P.

OPERATIONS RESEARCH CONCEPTS ARE POTENTIALLY USEFUL FOR STUDY OF SUCH LARGE URBAN SCHOOL DISTRICT PROBLEMS AS INFORMATION FLOW, PHYSICAL STRUCTURE OF THE DISTRICT, ADMINISTRATIVE DECISION MAKING BOARD POLICY FUNCTIONS, AND THE BUDGET STRUCTURE. OPERATIONAL ANALYSIS REQUIRES (1) IDENTIFICATION OF THE SYSTEM UNDER STUDY, (2) IDENTIFICATION OF SUBSYSTEMS, PROCESSES, FLOWS, AND DECISIONS, (3) DEVELOPMENT OF A SIMULATION MODEL INCLUDING BEHAVIORAL AND PERFORMANCE SUBSYSTEMS, (4) VALIDATION OF THE MODEL, AND (5) USE OF THE MODEL TO EXPLORE SUCH SYSTEM CHARACTERISTICS AS MANAGEMENT CONTROL, ALLOCATION OF RESOURCES, AND DECISION FLOW. (HM)

ED012138 EC000446
OHIO'S PROGRAM FOR HEARING HANDICAPPED CHILDREN. HARTWIG, J. WILLIAM; JONES, CHRISTINA C., 66, 111P.
EDRS PRICE MF-$0.18 HC-$4.44

SPECIAL EDUCATION INFORMATION IS SUPPLIED FOR SCHOOL ADMINISTRATORS, PRINCIPALS, TEACHERS, AND OTHER SCHOOL PERSONNEL RESPONSIBLE FOR PROVIDING SERVICES FOR HEARING-IMPAIRED CHILDREN IN OHIO. THIS BOOKLET IS DIVIDED INTO FOUR PARTS. PART 1 IS CONCERNED WITH ORGANIZATIONAL STRUCTURE AND ADMINISTRATION OF SPECIAL EDUCATION FOR AURALLY HANDICAPPED AND TEACHER CERTIFICATION. PART 2 IS DEVOTED TO EVALUATION OF THE DEAF CHILD, ADDITIONAL HANDICAPS, HEARING AIDS, AND PARENT EDUCATION. PART 3 DISCUSSES EDUCATIONAL ISSUES IN ADMINISTERING A PROGRAM FOR HEARING IMPAIRED CHILDREN. PART 4 SUPPLIES PROGRAM AND CERTIFICATION STANDARDS, FORMS FOR ADMISSION, REFERRAL, AND EVALUATION, AND INFORMATION ABOUT EIGHT AGENCIES SERVING THE DEAF AND HARD OF HEARING. (MW)

ED012197 RC000937
DEVELOPING AN INDIVIDUALIZED INSTRUCTIONAL PROGRAM. DEC65, 8P.

INDIVIDUALIZATION OF INSTRUCTION IS A DISTINCT ADVANTAGE OF A SMALL, RURAL HIGH SCHOOL. FIVE FACTORS OPERANT IN INDIVIDUALIZATION ARE THE DIRECT GOAL-CENTERED INFLUENCES OF THE COMMUNITY, TEACHER PREPARATION, THE CLASSROOM ENVIRONMENT, USE OF THE PHYSICAL PLANT, AND OPTIMAL USE OF SCHOOL FUNDS. SPECIFIC INSTRUCTIONAL INNOVATIONS IN MOCCASIN, MONTANA, SCHOOLS ARE CITED. THIS ARTICLE IS A REPRINT FROM "THE COLLEGE OF EDUCATION RECORD," VOLUME 51, NUMBER 3, DECEMBER 1965. (JM)

ED012260 SP000973
SURVEY OF THE STATUS OF THE TEACHING PROFESSION IN THE AMERICAS. JUL64, 103P.

THIS STUDY OF THE PROFESSIONAL, ECONOMIC, AND SOCIAL STATUS OF PUBLIC SCHOOL TEACHERS IN 23 COUNTRIES IN THE AMERICAS INCLUDES DATA ON TRAINED AND UNTRAINED TEACHERS AND ON THE PRESENCE, IF ANY, OF PROFESSIONAL TEACHER TRAINING SCHOOLS. THE ECONOMIC SECTION DEALS WITH TEACHERS' SALARIES IN RELATION TO SALARIES FOR OTHER OCCUPATIONS. THE SOCIAL STATUS SECTION COVERS OFFICIAL RECOGNITION OF PROFESSIONAL NEGOTIATIONS, BASIS OF APPOINTMENTS, TENURE, RETIREMENT, SOCIAL SECURITY, SICK LEAVE, MATERNITY LEAVE, AND OTHER BENEFITS. APPENDIXES INCLUDE COMPARATIVE DATA ON ECONOMIC AND SOCIAL STATUS. (RP)

ED012266 SP001183
THE RELATIONSHIP BETWEEN TEACHER MORALE AND ORGANIZATIONAL CLIMATE. KOPLYAY, JANOS; MATHIS, B. CLAUDE, 16FEB67, 10P.

TO INVESTIGATE THE RELATIONSHIP BETWEEN TEACHER MORALE AND ORGANIZATIONAL CLIMATE, 299 ELEMENTARY SCHOOL TEACHERS IN SUBURBAN CHICAGO SCHOOLS WERE GIVEN (1) THE 50-ITEM CHANDLER-MATHIS ATTITUDE INVENTORY, WHICH MEASURES LEVEL OF MORALE WITH RESPECT TO SELF, SCHOOL, COMMUNITY, ADMINISTRATION, AND POLICY, AND (2) THE ORGANIZATIONAL CLIMATE DESCRIPTION QUESTIONNAIRE (OCDQ), WHICH MEASURES DEGREE OF OPENNESS OR CLOSEDNESS IN EIGHT FEATURES OF SCHOOL CLIMATE--DISENGAGEMENT, HINDRANCE, ESPRIT, INTIMACY, ALOOFNESS, PRODUCTION EMPHASIS, THRUST, AND CONSIDERATION. TEST SCORES WERE ANALYZED IN RELATION TO YEARS TEACHING, YEARS TEACHING IN PRESENT SCHOOL, AND SALARY. THE RESULTS SUGGEST THAT AN "OPEN" CLIMATE IS ASSOCIATED WITH HIGH MORALE REGARDLESS OF TYPE OF SALARY SCHEDULE. IN "CLOSED" CLIMATE SCHOOLS, HOWEVER, HIGHER MORALE WAS FOUND IN SCHOOLS WITH MERIT, RATHER THAN NONMERIT, SALARY SCHEDULES. THIS PAPER WAS PRESENTED AT THE ANNUAL MEETING OF THE AMERICAN EDUCATIONAL RESEARCH ASSOCIATION (NEW YORK, FEBRUARY 10, 1967). (LC)

ED012275 UD002122
EQUALITY OF EDUCATIONAL OPPORTUNITY. COLEMAN, JAMES S.; AND OTHERS, 66, 235P.

THE PRODUCT OF AN EXTENSIVE SURVEY REQUESTED BY THE CIVIL RIGHTS ACT OF 1964, THIS REPORT DOCUMENTS THE AVAILABILITY OF EQUAL EDUCATIONAL OPPORTUNITIES IN THE PUBLIC SCHOOLS FOR MINORITY GROUP NEGROES, PUERTO RICANS, MEXICAN-AMERICANS, ORIENTAL-AMERICANS, AND AMERICAN INDIANS, AS COMPARED WITH OPPORTUNITIES FOR MAJORITY GROUP WHITES. COMPARATIVE ESTIMATES ARE MADE ON A REGIONAL AS WELL AS ON A NATIONAL BASIS. SPECIFICALLY, THE REPORT DETAILS THE DEGREE OF SEGREGATION OF MINORITY GROUP PUPILS AND TEACHERS IN THE SCHOOLS AND THE RELATIONSHIP BETWEEN STUDENTS' ACHIEVEMENT, AS MEASURED BY ACHIEVEMENT TESTS, AND THE KINDS OF SCHOOLS THEY ATTEND. EDUCATIONAL QUALITY IS ASSESSED IN TERMS OF CURRICULUMS OFFERED, SCHOOL FACILITIES SUCH AS TEXTBOOKS, LABORATORIES, AND LIBRARIES, SUCH ACADEMIC PRACTICES AS TESTING FOR APTITUDE AND ACHIEVEMENT, AND THE PERSONAL, SOCIAL, AND ACADEMIC CHARACTERISTICS OF THE TEACHERS AND THE STUDENT BODIES IN THE SCHOOLS. ALSO IN THE REPORT IS A DISCUSSION OF FUTURE TEACHERS OF MINORITY GROUP CHILDREN, CASE STUDIES OF SCHOOL INTEGRATION, AND SECTIONS ON HIGHER EDUCATION OF MINORITIES AND SCHOOL NONENROLLMENT RATES. INFORMATION RELEVANT TO THE SURVEY'S RESEARCH PROCEDURES IS APPENDED. NOTABLE AMONG THE FINDINGS ON THE SURVEY ARE THAT NEGRO STUDENTS AND TEACHERS ARE LARGELY AND UNEQUALLY SEGREGATED FROM THEIR WHITE COUNTERPARTS, AND THAT THE AVERAGE MINORITY PUPIL ACHIEVES LESS AND IS MORE AFFECTED BY THE QUALITY OF HIS SCHOOL THAN THE AVERAGE WHITE PUPIL. THIS DOCUMENT IS ALSO AVAILABLE FROM THE SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402, FOR $4.25. (AH)

ED012284 UD003484
EXPERIMENTS WITH TOKEN REINFORCEMENT IN A REMEDIAL CLASSROOM. WOLF, MONTROSE M.; AND OTHERS, 66. 26P.

IN AN AFTER-SCHOOL REMEDIAL EDUCATION PROGRAM 16 FIFTH- AND SIXTH-GRADE URBAN DISADVANTAGED STUDENTS WERE TAUGHT TO MASTER STANDARD INSTRUCTIONAL MATERIALS WITH THE SUPPORT OF TOKEN REINFORCEMENTS. THE STUDENTS HAD SCORED 2 YEARS BELOW THE READING NORM ON THE STANFORD ACHIEVEMENT TEST, AND THEIR MEDIAN IQ WAS 88. TOKEN POINTS WERE MANIPULAT-

ED RELATIVE TO THE AMOUNT AND/OR DIFFICULTY OF SUCCESS WITH THE ASSIGNED PROBLEMS. POINTS EARNED WERE REWARDED BY A VARIETY OF GOODS AND SPECIAL EVENTS (TREATS) WHICH WERE HIERARCHICALLY RANKED, THAT IS, LONG RANGE GOALS WITH MORE VALUABLE REWARDS REQUIRED MORE TOKEN POINTS. THE RELATIONSHIP BETWEEN THE RATE OF CERTAIN ACADEMIC BEHAVIOR AND THE TOKEN SYSTEM AND ITS CONTINGENCY WITH ACHIEVEMENT. OTHER CONTINGENCIES BUILT INTO THE PROJECT, NOT EXPERIMENTALLY ANALYZED, INCLUDED A MONEY BONUS FOR THE TEACHERS WHICH WAS LINKED TO THEIR STUDENTS' PRODUCTIVITY AND PERMISSION TO STUDENTS TO PURSUE FAVORITE SUBJECTS OR MORE ADVANCED WORK ONLY IF THE LESS POPULAR TASK WAS COMPLETED. OTHER TOKEN EARNING CONTINGENCIES WERE ATTENDANCE, GOOD BEHAVIOR, AND IMPROVEMENT IN GRADE AVERAGE. COMPARED WITH A CONTROL GROUP HAVING NO REMEDIATION, THE REINFORCEMENT GROUP GAINED AN AVERAGE OF 1 YEAR IN ACHIEVEMENT LEVEL AND 6 MONTHS IN THEIR PREVIOUSLY ACCUMULATED DEFICIT. ATTENDANCE AVERAGE 85 PERCENT AND MEDIAN REPORT CARD GAIN WAS 1.1 GRADE POINTS (C AVERAGE). (NH)

ED012378 AA000130
THE STATES REPORT--THE FIRST YEAR OF TITLE I, ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965. 66, 140P.

THE OPERATIONS AND PROGRAMS CONDUCTED UNDER TITLE I OF THE ELEMENTARY AND SECONDARY EDUCATION ACT FOR THE EDUCATION OF DISADVANTAGED CHILDREN ARE DESCRIBED IN A SUMMARY OF THE INDIVIDUAL REPORTS SUBMITTED BY 50 STATES, THREE TERRITORIES, AND THE DISTRICT OF COLUMBIA. THE REPORTS, PREPARED IN RESPONSE TO A U.S. OFFICE OF EDUCATION (USOE) REQUEST FOR THE STATE ANNUAL EVALUATION REPORTS, COVER TITLE I ACTIVITIES FOR THE FISCAL YEAR ENDING JUNE 30, 1966. THE ACT PROVIDES FINANCIAL ASSISTANCE TO LOCAL EDUCATIONAL AGENCIES FOR SPECIAL PROGRAMS FOR DISADVANTAGED CHILDREN IN AREAS HAVING HIGH CONCENTRATIONS OF LOW-INCOME FAMILIES. PROJECTS ARE PLANNED, ADMINISTERED, AND EXECUTED BY LOCAL SCHOOLS AFTER STATE APPROVAL. BROAD GUIDELINES FOR ADMINISTRATION OF THE FUNDS WERE GIVEN BY THE FEDERAL GOVERNMENT TO INSURE THE MONEY WOULD BE SPENT FOR CHILDREN OF POVERTY AS CONGRESS INTENDED. ALTHOUGH NEARLY ALL OF THE STATES DISTRIBUTED THE USOE REPORTING FORMS TO LOCAL AGENCIES, THE RETURNS WERE NOT OF SUFFICIENT QUALITY TO MAKE AN ACCURATE EVALUATION OF THE EFFECTIVENESS OF TITLE I PROGRAMS. ALTHOUGH APPROXIMATELY 92 PERCENT OF THE LOCAL EDUCATIONAL AGENCIES MET THE CRITERIA FOR ELIGIBILITY, APPROXIMATELY 30 PERCENT OF THE ELIGIBLE AGENCIES DID NOT PARTICIPATE IN TITLE I. EXPENDITURES TOTALED ABOUT 84 PERCENT OF THE ALLOCATIONS. THE AVERAGE EXPENDITURE PER PUPIL OF THE 8.3 MILLION SERVED WAS $119, BUT RANGED FROM $25 TO $227. DETAILED INFORMATION ON USES OF THE ALLOTED FUNDS ARE INCLUDED IN THE REPORT. (AL)

ED012501 EA000571
A PLAN FOR ACCELERATING QUALITY INTEGRATED EDUCATION IN THE BUFFALO PUBLIC SCHOOL SYSTEM. BRODBECK, ARTHUR J.; LANG, GLADYS E., 19AUG66, 70P.

EDUCATIONAL INEQUALITY IN BUFFALO HAS LED TO THE DEVELOPMENT OF A PLAN FOR PROGRESSIVE ELIMINATION OF RACIAL IMBALANCE AND PROVISION OF INCREASED EDUCATIONAL QUALITY AND OPPORTUNITIES. CITIZEN OPINIONS, OBTAINED THROUGH INTERVIEWS, RESULTED IN A MODIFICATION OF THE "4-4-4 PLAN" (DIVISION OF GRADES 1-12 INTO THREE SCHOOLS, EACH WITH FOUR GRADES) WITH EMPHASIS ON EQUALIZING EDUCATIONAL OPPORTUNITIES IN GRADES K-4. BASIC GOALS OF THIS PLAN ARE EQUALIZING EDUCATIONAL OPPORTUNITY, GUIDING THE INDIVIDUAL AND HIS CAREER, AND PROMOTING DESEGREGATION AND SELF-ESTEEM. AS AN INITIAL PLANNING STEP, IT WAS RECOMMENDED THAT THE CAMPUS SCHOOL LOCATED AT THE STATE COLLEGE OF NEW YORK AT BUFFALO BE UTILIZED AS A SMALL EDUCATIONAL PARK TO PROMOTE RACIAL BALANCE. SPECIFIC STEPS ARE RECOMMENDED FOR TEACHER INTEGRATION AND FOR COMPLETE GRADE REORGANIZATION OF THE SYSTEM. UPON REORGANIZATION, EACH SCHOOL WILL HAVE BETWEEN 26 AND 42 PERCENT NONWHITES AND BETWEEN 74 AND 58 PERCENT WHITES. (HW)

ED012502 EA000585
PROFILES OF EXCELLENCE, RECOMMENDED CRITERIA FOR EVALUATING THE QUALITY OF A LOCAL SCHOOL SYSTEM. 66,
DOCUMENT NOT AVAILABLE FROM EDRS.

NINE GROUPS OF 119 BRIEF EVALUATIVE QUESTIONNAIRES ARE DESIGNED TO PROVIDE LOCAL PROFESSIONAL ASSOCIATIONS, BOARDS OF EDUCATION, AND ADMINISTRATORS WITH AN INSTRUMENT FOR COMPREHENSIVE SELF-ANALYSIS OF THEIR SCHOOL SYSTEM'S OPERATION AND FOR IDENTIFICATION OF AREAS IN WHICH SPECIFIC EFFORTS AT IMPROVEMENT MIGHT BE DIRECTED. RELATED SUBTOPICS FOR EACH OF THE NINE MAJOR SECTIONS ARE EVALUATED BY THE RESPONDENT ON A FIVE-STEP CONTINUUM FROM INFERIOR TO SUPERIOR. RECOMMENDATIONS ARE SOLICITED WITH AN OPEN-ENDED REQUEST FOR "ACTION NEEDED TO CLOSE THE GAP." MAIN TOPICS COVERED INCLUDE--(1) THE EDUCATIONAL PROGRAM, (2) ADMINISTRATIVE OPERATION, (3) THE BOARD OF EDUCATION, (4) STAFF PERSONNEL POLICIES AND PROCEDURES, (5) PROFESSIONAL COMPENSATION, (6) CONDITIONS OF PROFESSIONAL SERVICE, (7) THE SCHOOL PLANT, (8) DISTRICT ORGANIZATION, FINANCE, AND BUSINESS ADMINISTRATION, AND (9) THE LOCAL PROFESSIONAL ASSOCIATION. THIS DOCUMENT IS AVAILABLE AS STOCK NUMBER 531-15958 FROM THE NATIONAL EDUCATION ASSOCIATION, 1201 SIXTEENTH STREET, N.W., WASHINGTON, D.C. 20036, 128 PAGES, FOR $1.00. (JK)

ED012504 EA000636
EDUCATIONAL DATA PROCESSING IN ILLINOIS PUBLIC SCHOOLS, AN INTRODUCTORY MANUAL. KAISER, DALE E.; AND OTHERS, 65, 97P.

THE PRESENT TYPES AND AMOUNT OF DATA PROCESSING USED IN ILLINOIS PUBLIC SCHOOLS ARE DISCUSSED. ONLY 66 OF 964 SCHOOL DISTRICTS RESPONDING TO A QUESTIONNAIRE REPORTED USE OF DATA PROCESSING. THESE INCLUDED, HOWEVER, 43 PERCENT OF THE TOTAL PUBLIC SCHOOL ENROLLMENT. DIFFERENT AREAS IN WHICH DATA PROCESSING TECHNIQUES ARE USED INCLUDE (1) SCHOOL CENSUSES, (2) FINANCIAL ACCOUNTING, (3) ATTENDANCE ACCOUNTING, (4) GRADE REPORTING, AND (5) STUDENT SCHEDULING. CONSIDERATIONS FOR THE ESTABLISHMENT OF A DATA PROCESSING PROGRAM ARE ALSO DISCUSSED. (HW)

ED012506 EA000668
SELECTED, ANNOTATED BIBLIOGRAPHY RELATING TO NEW PATTERNS OF STAFF UTILIZATION. GEORGIADES, WILLIAM; AND OTHERS, JUL65, 109P.
EDRS PRICE MF-$0.50 HC-$4.36

THIS BIBLIOGRAPHY DRAWS TOGETHER AN EXTENSIVE SOURCE OF LITERATURE RELATED TO NEW PATTERNS IN THE UTILIZATION OF STAFF AND TALENTS, TEAM TEACHING, AND FLEXIBLE SCHEDULING. (GB)

ED012518 EA000774
REPORT ON THE OECD CONFERENCE ON SYSTEM ANALYSIS TECHNIQUES IN EDUCATIONAL PLANNING (PARIS, FRANCE, JANUARY 25-27, 1967). 10FEB67, 8P.

AN INTERNATIONAL GROUP FOR THE ORGANIZATION FOR ECONOMIC COOPERATION AND DEVELOPMENT (OECD) MET TO EXCHANGE METHODS OF EDUCATIONAL PLANNING, TECHNIQUES, AND PROGRESS, AND TO DISCUSS MEANS OF MAKING EDUCATION AVAILABLE TO ALL SOCIOECONOMIC LEVELS OF SOCIETY. RAPIDLY EXPANDING INDUSTRIAL, TECHNOLOGICAL, MILITARY, AND ADMINISTRATIVE PROGRAMS IN ALL COUNTRIES NECESSITATE EDUCATIONAL OPPORTUNITY FOR ALL SOCIOECONOMIC LEVELS OF SOCIETY. PAPERS PRESENTED WERE BASED UPON PRACTICAL STUDIES MADE BY SPONSORING INSTITUTIONS. OBJECTIVES OF THE AD HOC GROUP OF OECD WERE IDENTIFIED AS (1) DETERMINING THE CORRECT RATIO BETWEEN EACH COUNTRY'S ECONOMY AND EDUCATIONAL SPENDING, (2) DETERMINING WHERE AND HOW RESOURCES ARE TO BE USED, AND (3) DETERMINING HOW TO USE AVAILABLE FUNDS EFFECTIVELY. THOSE PRESENT CONSISTED MAINLY OF EDUCATIONAL PLANNERS, SYSTEMS ANALYSTS, AND ECONOMETRICIANS. (JN)

ED012519 EA000776
COST-BENEFIT ANALYSIS OF EDUCATION. MOOD, ALEXANDER M.; POWERS, RICHARD, 30MAR67, 19P.

DIFFICULTIES ARE ENCOUNTERED WHEN COST-BENEFIT ANALYSES ARE APPLIED TO EDUCATION. THERE ARE PROBLEMS IN THE ATTEMPT TO DEFINE AN EDUCATIONAL GOAL AND IN THE ANALYSIS OF EDUCATIONAL PROCESSES. THE FEDERAL GOVERNMENT IS NOW ENGAGED IN A MULTITUDE OF PROJECTS DESIGNED TO COORDINATE RESEARCH IN EDUCATIONAL IMPROVEMENT. THIS ENTAILS CONTINUED DEVELOPMENT OF EDUCATIONAL, INFORMATION GATHERING SYSTEMS WHERE BUDGET PROGRAMING IS EXTENSIVELY USED. A THIRD PROBLEM ARISES IN THE MEASUREMENT OF COSTS. DESPITE DIFFICULTIES INVOLVED, OPTIMISM EXISTS TOWARD THE PROSPECT OF DEVELOPING A COMPREHENSIVE QUANTITATIVE MODEL OF THE AMERICAN EDUCATIONAL SYSTEM. THIS PAPER WAS PRESENTED AT THE WASHINGTON OPERATIONS RESEARCH COUNCIL'S COST-EFFECTIVENESS SYMPOSIUM (2D, MARCH 13-14, 1967). (HW)

ED012525 EC000172
AN EMERGING PROGRAM OF COOPERATIVE EDUCATION FOR THE WARWICK PUBLIC SCHOOLS, GRADES 9-12. CASEY, RAYMOND P.; AND OTHERS, SEP65, 55P

THE DEVELOPMENT OF VARIOUS WARWICK PUBLIC SCHOOLS WORK-STUDY PROGRAMS THROUGH COOPERATION WITH LOCAL BUSINESS AND INDUSTRY LED TO THE CREATION OF THE POSITION OF BUSINESS-INDUSTRY-SCHOOL COORDINATOR (BISC). THE HISTORY OF THE DEVELOPMENT OF THIS POSITION IS TRACED. QUALIFICATIONS FOR THE COORDINATOR ARE GIVEN, AND BISC DUTIES ARE OUTLINED. SPECIAL EMPHASIS IS PLACED ON A COOPERATIVE PROGRAM FOR MENTALLY HANDICAPPED CHILDREN. THE RESPONSIBILITY OF THE BISC TO THE COMMUNITY INVOLVES INTERACTION WITH BUSINESS, LABOR, INDUSTRY, GOVERNMENT, SCHOOL COMMITTEE, SCHOOL ADMINISTRATION, GUIDANCE DEPARTMENT, PARENT, PUPIL, AND TEACHER. GUIDELINES FOR SCHOOL-COMMUNITY RELATIONS ARE PRESENTED. JOB PLACEMENT RESPONSIBILITIES ARE THE DIRECT RESPONSIBILITY OF THE BISC. VARIOUS WORK-STUDY PROGRAMS ARE DISCUSSED. A SPECIAL WORK-EXPERIENCE PROGRAM FOR MENTALLY HANDICAPPED CHILDREN HELPED TO ALLEVIATE THE DROPOUT PROBLEM. THE CHILDREN WORK AND ATTEND CLASS ON AN ALTERNATE-WEEK BASIS. ORIENTATION PERIODS INCLUDE GUEST SPEAKERS AND FIELD TRIPS IN BOTH OCCUPATIONAL AND SUBJECT-MATTER AREAS. TEN SPECIFIC OBJECTIVES AND FIVE CRITERIA FOR STUDENT SELECTION ARE LISTED. THE BISC WAS ALSO MADE RESPONSIBLE FOR THE INVESTIGATION, EVALUATION, AND IMPLEMENTATION OF FEDERAL AND STATE LEGISLATION PERTAINING TO EDUCATION. FEDERAL LEGISLATION APPLICABLE TO THE WARWICK WORK-STUDY PROGRAM IS OUTLINED. A 13-ITEM BIBLIOGRAPHY IS INCLUDED. (RS)

ED012541 EC000557
POLICY AND PROCEDURE FOR A VOCATIONAL EDUCATION WORK-STUDY PROGRAM FOR SEVERELY MENTALLY RETARDED PUPILS. JUL66, 55P.

THE SANTA CRUZ COUNTY PROGRAM FOR VOCATIONAL EDUCATION OF TRAINABLE MENTALLY HANDICAPPED STUDENTS IS OUTLINED IN TERMS OF THE STAFF AND ITS RESPONSIBILITIES. SAMPLE FORMS ARE ILLUSTRATED. A SECOND SECTION OF THE DOCUMENT PRESENTS INFORMATION TO ASSIST LOCAL SCHOOL SYSTEMS IN THE PREPARATION OF APPLICATIONS FOR A "VOCATIONAL EDUCATION WORK-

STUDY PROJECT" UNDER THE VOCATIONAL EDUCATION ACT OF 1963 (P.L. 88-210). PROGRAM REQUIREMENTS AND PURPOSES, STUDENT ELIGIBILITY, EMPLOYMENT CONDITIONS, FUNDING, AND OTHER TOPICS ARE STIPULATED. DETAILED GUIDELINES FOR COMPLETION OF THE WORK-STUDY APPLICATION FORM AND THE BUDGET APPLICATION ARE PRESENTED, ALONG WITH A SAMPLE AGREEMENT BETWEEN CITY AND SCHOOL DISTRICT AND A SAMPLE APPLICATION FOR FUNDS. DETAILS ABOUT THE SANTA CRUZ COUNTY WORK-STUDY PROGRAM, ITS STUDENTS, WORK STATIONS, AND FINANCES ARE OUTLINED. (CG)

ED012552 FL000438
FOREIGN LANGUAGE OFFERINGS AND ENROLLMENTS IN MASSACHUSETTS PUBLIC SECONDARY SCHOOLS, ACADEMIC YEAR 1965-1966. 01APR67, 32P.

A SURVEY OF 488 SCHOOL DISTRICTS WAS DESIGNED TO PROVIDE INFORMATION CONCERNING FOREIGN LANGUAGE OFFERINGS IN PUBLIC SECONDARY SCHOOLS, THE NUMBER OF SCHOOLS OFFERING EACH FOREIGN LANGUAGE, AND THE NUMBER OF PUPILS STUDYING FOREIGN LANGUAGES IN THE ACADEMIC YEAR 1965-1966. THIS INFORMATION ABOUT MODERN AND CLASSICAL LANGUAGES IS PRESENTED IN TABLES WITH GUIDELINES FOR CORRECT INTERPRETATION OF THE STATISTICS. TO ENABLE TEACHERS AND ADMINISTRATORS TO MAKE COMPARISONS WITH PREVIOUS YEARS, A HISTORICAL TABLE IS INCLUDED WITH DATA ON ENROLLMENT FOR EACH LANGUAGE AT EACH COURSE LEVEL FROM 1958 TO 1966. (SS)

ED012627 RC000243
SPECIAL EDUCATION SERVICES IN SPARSELY POPULATED AREAS--GUIDELINES FOR RESEARCH, A REPORT OF THE NATIONAL CONFERENCE ON SPECIAL EDUCATION SERVICES IN SPARSELY POPULATED AREAS (DENVER, MARCH 28-31, 1966). JORDAN, JUNE B.; AND OTHERS, MAR66, 34P.

THE WESTERN INTERSTATE COMMISSION FOR HIGHER EDUCATION AND THE MONTANA STATE DEPARTMENT OF PUBLIC INSTRUCTION CONDUCTED A NATIONAL RESEARCH CONFERENCE ON SPECIAL EDUCATION SERVICES IN SPARSELY POPULATED AREAS. THIS PUBLICATION EMBODIES THE CONFERENCE'S RESEARCH RECOMMENDATIONS. FORTY-SEVEN PARTICIPANTS REPRESENTING RESEARCH, ADMINISTRATION, AND EDUCATION MET IN GENERAL SESSIONS AND WORKING GROUPS TO CONSIDER POSITION PAPERS ON ADMINISTRATIVE ORGANIZATION, FINANCIAL PATTERNS, PERSONNEL, AND SUPPORTIVE SERVICES. TRADITIONAL ADMINISTRATIVE STRUCTURES DO NOT LEND THEMSELVES TO THE PROVISION OF SPECIAL EDUCATIONAL SERVICES DUE TO FACTORS OF VAST LAND AREAS, SCATTERED POPULATION, AND RELATIVELY FEW CHILDREN HAVING SPECIAL NEEDS. PATTERNS OF FINANCING SPECIAL EDUCATION RELATE TO ADMINISTRATIVE ORGANIZATION AND VARY FROM AREA TO AREA AND STATE TO STATE. PERSONNEL PROBLEMS IN RURAL AREAS ARE DIFFERENT FROM THOSE OF URBAN AREAS DUE TO LACK OF FINANCIAL SUPPORT, VARIABILITY OF ASSIGNMENT, REMOTENESS, AND LACK OF PREPARATION. SUPPORTIVE SERVICES, INCLUDING CLINICAL SERVICES, SOCIAL SERVICES, VOCATIONAL SERVICES, EDUCATIONAL SERVICES FOR CHILDREN, AND RESEARCH TRAINING, ARE SEEN AS BEST ADMINISTERED ON A COMPREHENSIVE REGIONAL CENTER BASIS. (SF)

ED012629 RC000527
THE SMALL HIGH SCHOOL--ITS STRENGTH AND LIMITATIONS. APR63,
DOCUMENT NOT AVAILABLE FROM EDRS.

THE CONTROVERSY REGARDING THE PROGRAM EFFECTIVENESS OF SMALL SCHOOLS HAS BEEN BASED ON NINE INVALID ASSUMPTIONS REGARDING THE NUMBER OF STUDENTS INVOLVED, PROBLEMS OF TEACHING, PROGRAM QUALITY AND TEACHING, SCHOOL REDISTRICTING, EDUCATIONAL FINANCE, CURRICULUM, LEADERSHIP ROLE, INHERENT STRENGTHS, AND QUALITY AS A FUNCTION OF NUMBERS. THE MAJOR THESIS OF THIS ARTICLE IS DUAL IN NATURE AND STATES THAT THE OLD SOLUTIONS ARE NOT ADEQUATE FOR THE MODERN SMALL SCHOOL IN WHICH THE CHIEF ADMINISTRATOR IS THE ONLY ONE WHO CAN REALLY DO ANYTHING ABOUT TRUE IMPROVEMENT. IF THE OBJECTIVES ARE SOUND, THE SMALL SCHOOL CAN BE A GOOD SCHOOL IF THE NEWEST RESEARCH SUPPORTED PROGRAMS IN ORGANIZATION, OPERATION, CURRICULUM DEVELOPMENT, AND METHODS ARE APPLIED. THE ADMINISTRATIVE PERSONNEL OF THE SMALL SCHOOL IS THE SINGLE MOST CRITICAL FACTOR AND IS THE MOST ACCURATE INDICATOR OF QUALITY OR LACK OF QUALITY. THE ARTICLE CONCLUDES THAT THE SUPPLY OF ABLE LEADERS IS WOEFULLY LACKING. THIS ARTICLE IS A REPRINT FROM "THE BULLETIN" OF THE NATIONAL ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS, VOLUME 47, NUMBER 282, APRIL 1963. (JS)

ED012668 RC001492
BLACK BELT SCHOOLS--BEYOND DESEGREGATION. GREEN, DONALD ROSS; AND OTHERS, NOV65, 45P.

IN 1964, FOUR PROFESSORS FROM THE DIVISION OF TEACHER EDUCATION AT EMORY UNIVERSITY VISITED SCHOOL SYSTEMS IN BURKE COUNTY, GEORGIA, AND EDGEFIELD COUNTY, SOUTH CAROLINA. IN THIS SUBSEQUENT REPORT, THE AUTHORS CONTEND THAT THE ACT OF DESEGREGATION DOES NOT IN AND OF ITSELF REMOVE THE OMNIPRESENT PROBLEM OF POOR EDUCATIONAL OPPORTUNITY IN THE SOUTH, NOR WILL MORE OF WHAT IS CURRENTLY BEING DONE DO OTHER THAN CONTINUE THE UNDESIRABLE "STATUS QUO." AFTER DESCRIBING THE SOCIAL, CULTURAL, AND ECONOMIC CLIMATES IN WHICH THESE SCHOOLS OPERATE, THE AUTHORS MAKE FOUR SPECIFIC RECOMMENDATIONS INTENDED TO RAISE THE TOTAL EDUCATIONAL LEVEL OF THE SCHOOL DISTRICTS. THESE INCLUDE--NURSERY-KINDERGARTEN UNITS FOR CHILDREN AGES 3 THROUGH 5, (2) THE USE OF BOARDING UNITS FOR CHILDREN IN GRADES 4, 5, AND 6, (3) THE EMPLOYMENT OF SENIOR HIGH SCHOOL STUDENTS IN THE SYSTEM, SO THAT ALL STUDENTS FROM THE 10 GRADE UP WHO WANT OR ARE INTERESTED IN WORK WILL HAVE AN OPPORTUNITY TO EARN AT LEAST $50 A MONTH AS A PART OF THEIR SCHOOL PROGRAM, AND (4) AN INTERCOUNTY AND COLLEGE (OR UNIVERSITY) COOPERATIVE PROGRAM INVOLVING A COORDINATED PLAN OF CONSOLIDATION, JOINT PURCHASING, AND JOINT INSERVICE AND PRESERVICE TO TEACHER TRAINING PROGRAMS IN COOPERATION WITH THE COLLEGE. THE AUTHORS INDICATE THAT THESE ARE BY NO MEANS THE ONLY SOLUTIONS TO A CRITICAL PROBLEMS, BUT THEY ARE WITHIN THE RANGE OF PRACTICALITY. (BR)

ED012701 SP001080
EXTENDED-YEAR CONTRACTS FOR TEACHERS. SEP64,
DOCUMENT NOT AVAILABLE FROM EDRS.

TO ATTRACT AND RETAIN COMPETENT TEACHERS AS CAREER PROFESSIONALS, PROGRAMS OFFERING (OPTIONAL) EXTENDED-YEAR CONTRACTS EMPHASIZE THAT (1) THE TEACHER IS EMPLOYED UNDER CONTRACT FOR THE FULL YEAR, INCLUSIVE OF VACATION, (2) MUCH OF THE CURRICULUM DEVELOPMENT AND INSERVICE TRAINING WHICH TAKES PLACE IN THE SYSTEM IS DONE DURING THE SUMMER MONTHS, AND (3) TEACHERS HAVE AN OPPORTUNITY FOR PROFESSIONAL ADVANCEMENT THROUGH STUDY AND TRAVEL. IT IS FELT THAT AS A FULL-TIME POSITION WITH BUILT-IN DEVELOPMENT AND ADVANCEMENT, THE TEACHING PROFESSION GAINS STATUS. BASED ON QUESTIONNAIRE DATA, FIVE MAIN AND FOUR LIMITED PROGRAMS IN OPERATION ARE DESCRIBED. THE MAJOR BENEFITS OF SUCH PROGRAMS ARE CONCLUDED TO BE (1) INCREASED TEACHERS' SALARIES AS ADDED INCENTIVE, (2) INCREASED SUMMER STUDY OPPORTUNITIES FOR STUDENTS, (3) TIME AND MONEY FOR INSERVICE EDUCATION, (4) MORE TIME FOR ORIENTATION, STAFF COOPERATION, AND PLANNING, AND (5) ELIMINATION OF TEACHER "MOONLIGHTING" IN THE SUMMER. THIS ARTICLE WAS PUBLISHED IN "ERS REPORTER," SEPTEMBER 1964, AND IS AVAILABLE FROM THE EDUCATIONAL RESEARCH SERVICE, 1201 16TH STREET, N.W., WASHINGTON, D.C. 20036, FOR $0.10 (NO CHARGE FOR UP TO FIVE COPIES). (LC)

ED012703 SP001147
UTILIZATION OF TEACHER TIME, A SURVEY. HECK, WILLIAM; AND OTHERS, 65, 13P.

TO DETERMINE PROFESSIONAL ACTIVITIES OTHER THAN TEACHING, QUESTIONNAIRES WERE SENT TO 1,200 TEACHERS IN THE GAMMA EPSILON (INDIANA) AREA. ANALYSIS OF 630 RETURNS (311 ELEMENTARY, 166 JUNIOR HIGH SCHOOL, 153 HIGH SCHOOL) SHOWED THAT TEACHERS SPENT 25-30 HOURS A WEEK IN NONTEACHING ACTIVITIES, AS FOLLOWS--(1) ABOUT 3 HOURS A WEEK IN BUILDING ASSIGNMENTS (SUCH AS LUNCHROOM SUPERVISION), (2) FROM 100 TO 300 HOURS A YEAR IN PAID ACTIVITIES (COACHING AND YEARBOOK SPONSOR), (3) 17-18 HOURS A WEEK IN CLASS PREPARATION, MARKING PAPERS, KEEPING RECORDS, STUDENT AND PARENT CONFERENCES, AND STUDENT SUPERVISION, (4) 2-4 HOURS A WEEK ATTENDING FACULTY, PTA, AND COMMITTEE MEETINGS, AND SPONSORING STUDENT ACTIVITIES (NOT INVOLVING EXTRA PAY), AND (5) 25-50 HOURS A YEAR IN UNPAID EXTRA ASSIGNMENTS (SUCH AS CHAPERONING AND TICKET TAKING). TEACHERS HAVE AN AVERAGE OF 4 1/2 HOURS A WEEK FREE TIME. ABOUT 20 PERCENT OF THEM DEVOTE AN AVERAGE OF 3 HOURS A WEEK TO GRADUATE STUDY. (AF)

ED012709 SP001218
TEACHER TURNOVER STUDY. ALEXANDER, S. KERN; AND OTHERS, 66, 84P.

VIA QUESTIONNAIRE TO 200 SCHOOL SUPERINTENDENTS IN KENTUCKY, 2,004 TEACHERS WHO HAD RESIGNED THEIR POSITIONS DURING THE 1964-66 PERIOD WERE IDENTIFIED (7 PERCENT OF THE STATE'S FULL-TIME CERTIFIED INSTRUCTIONAL STAFF). ON THE BASIS OF THE QUESTIONNAIRE RESPONSES FROM 780 (39 PERCENT) OF THESE TEACHERS, IT WAS FOUND THAT ECONOMIC FACTORS WERE THE PRIMARY REASONS FOR RESIGNATION. MOVES WERE MADE TO HIGHER-PAYING POSITIONS IN LARGER SCHOOL SYSTEMS IN THE STATE OR TO OUT-OF-STATE POSITIONS. ADMINISTRATIVE PROBLEMS AND DISSATISFACTION WITH WORKING CONDITIONS WERE ALSO PROMINENT AS REASONS FOR CHANGING POSITIONS. THE TYPICAL "TURNOVER" TEACHER HOLDS A BACHELOR'S DEGREE, HAS HAD 3 YEARS OF TEACHING EXPERIENCE IN HER FIELD OF PREPARATION, AND IS A 27-YEAR-OLD MARRIED WOMAN WITH ONE CHILD. EIGHT EARLIER STUDIES OF TEACHER TURNOVER IN VARIOUS STATES AND IN THE NATION ARE REVIEWED. (AW)

ED012716 SP001269
AN EVALUATION OF THE INTENSIVE TEACHER TRAINING PROGRAM. HARRIS, ALBERT J.; AND OTHERS, JUN67, 143P.

TO HELP OVERCOME AN ANTICIPATED 3,000-TEACHER SHORTAGE DURING THE SUMMER OF 1966, THE NEW YORK CITY BOARD OF EDUCATION COLLABORATED WITH THE CITY UNIVERSITY OF NEW YORK ON AN INTENSIVE TEACHER TRAINING PROGRAM FOR LIBERAL ARTS GRADUATES, RECRUITED NATIONALLY. OF 2,100 SUCH PERSONS WHO ENTERED THE PROGRAM, 1,858 SUCCESSFULLY COMPLETED IT, AND 1,629 ENTERED FULL-TIME TEACHING POSITIONS IN ADDITION TO ATTENDING A SPECIAL FALL SEMINAR. AT THE END OF THE SCHOOL YEAR, 1,583 WERE STILL TEACHING. MALES MADE UP 57 PERCENT OF THE PARTICIPANTS, 53 PERCENT OF THE ELEMENTARY SCHOOL TRAINEES, AND TENDED TO BE YOUNGER THAN THE PARTICIPATING WOMEN. ONE-THIRD OF THE PARTICIPANTS HAD RECEIVED BACHELOR'S DEGREES BEFORE 1960, WHILE 43 PERCENT WERE NEW DEGREE HOLDERS. SEVENTY-ONE PERCENT WERE BORN IN NEW YORK CITY, AND 52 PERCENT HAD ATTENDED COLLEGE THERE. MOST TRAINEES AND INSTRUCTORS FELT THAT THE PROGRAM SHOULD INCLUDE SOME FORM OF STUDENT TEACHING. MANY TRAINEES WERE CRITICAL OF THEIR ASSIGNMENTS AND THEIR PUPILS. THEIR PRINCIPALS RATED 52 PERCENT OF ELEMENTARY SCHOOL, 50 PERCENT OF JUNIOR HIGH SCHOOL, AND 21 PERCENT OF SENIOR HIGH

SCHOOL ASSIGNMENTS AS DIFFICULT. THE PRINCIPALS RATED 72 PERCENT OF THE TRAINEES AS AVERAGE OR ABOVE AS COMPARED TO OTHER NEW TEACHERS AND 9 PERCENT OF THEM AS UNSATISFACTORY. (RP)

ED012759 VT000482
REPORT ON A STUDY OF STUDENT INTERESTS IN FIVE AGRICULTURAL OCCUPATIONS GROUPS, THREE AREAS OF NEW YORK STATE. 65, 7P.

DURING 1964-65, QUESTIONNAIRES WERE GIVEN TO 6,706 STUDENTS IN GRADES 8-10 TO ASCERTAIN THEIR INTEREST IN PREPARATION FOR AGRICULTURAL OCCUPATIONS. STUDENTS FROM 13 SCHOOLS WHICH OFFERED AGRICULTURE COURSES, AND NINE WHICH DID NOT, WERE ASKED TO INDICATE THEIR INTEREST IN AGRICULTURAL ACTIVITIES AND THEIR CHOICE OF THE FOLLOWING--(1) AGRICULTURAL MACHINERY AND MECHANICS, (2) AGRICULTURAL SALES AND SERVICE, (3) FARM WORK (OPERATION AND MANAGEMENT), (4) ORNAMENTAL HORTICULTURE, LANDSCAPING, AND FLORICULTURE, (5) CONSERVATION, FORESTRY, AND CAMPSITE ACTIVITIES, OR (6) NO INTEREST. AN AGRICULTURAL OCCUPATION GROUP WAS SELECTED AS FIRST CHOICE BY 2,521 OF THE BOYS AND 1,658 OF THE GIRLS. FIRST CHOICES OF BOYS WERE CONSERVATION, AGRICULTURAL MECHANIZATION, FARM OPERATION AND MANAGEMENT, ORNAMENTAL HORTICULTURE, AND AGRICULTURAL BUSINESS, IN THAT ORDER. FIRST CHOICES OF GIRLS WERE ORNAMENTAL HORTICULTURE, CONSERVATION, FARM OPERATION AND MANAGEMENT, AGRICULTURAL BUSINESS, AND AGRICULTURAL MECHANICS, IN THAT ORDER. FROM THIS DATA, ENROLLMENTS IN AGRICULTURAL COURSES WERE PROJECTED. (EM)

ED012760 VT000487
INDUSTRIAL ARTS IN THE PUBLIC SECONDARY SCHOOLS OF KANSAS IN 1962-1963. MAY65, 60P.

THE 1962-63 HIGH SCHOOL PRINCIPAL'S ORGANIZATION REPORT FROM THE STATE DEPARTMENT OF PUBLIC INSTRUCTION AND SURVEY RESPONSES FROM 84.2 PERCENT OF THE INDUSTRIAL ARTS TEACHERS WERE USED AS DATA FOR THIS STUDY. OF THE 547 SENIOR HIGH SCHOOLS, 480 OFFERED INDUSTRIAL ARTS. ALL 95 JUNIOR HIGH SCHOOLS OFFERED INDUSTRIAL ARTS. GENERAL WOODWORKING WAS OFFERED BY 68.4 PERCENT OF THE SENIOR HIGH SCHOOLS, GENERAL SHOP BY 56 PERCENT, AND DRAFTING BY 54.5 PERCENT. THERE WERE 45 OTHER COURSES IDENTIFIED AS BEING TAUGHT IN AT LEAST ONE SCHOOL. THERE WERE 13 COURSES IDENTIFIED AS BEING TAUGHT IN THE JUNIOR HIGH SCHOOLS. THE STUDY IDENTIFIED 33 GENERAL SHOP AREAS IN SENIOR HIGH SCHOOLS AND 25 IN JUNIOR HIGH SCHOOLS. THERE WERE 24 TYPES OF UNIT SHOPS IDENTIFIED IN SENIOR HIGH SCHOOLS AND 14 IN JUNIOR HIGH SCHOOLS. INDUSTRIAL ARTS ENROLLMENT IN SENIOR HIGH WAS 23,226 AND IN JUNIOR HIGH WAS 13,740. OF THE 556 TEACHERS, 232 TAUGHT THREE OR FEWER CLASSES. IT WAS CONCLUDED THAT--(1) MORE SCHOOLS SHOULD CONSOLIDATE FOR IMPROVEMENT AND EFFICIENCY, (2) WOODWORKING IS OVEREMPHASIZED, (3) SEVERAL UNIT SHOPS ARE REALLY GENERAL SHOPS, (4) MORE ADEQUATE SHOP LIBRARY FACILITIES ARE NEEDED, (5) INSTRUCTIONAL CONTENT SHOULD BE STANDARIZED, (6) INDUSTRIAL ARTS TEACHERS' SPECIALIZED TRAINING IS NOT BEING UTILIZED FULLY, (7) IT IS ECONOMICALLY ADVANTAGEOUS TO OBTAIN A MASTER'S DEGREE, AND (8) TEACHERS SHOW LITTLE INTEREST IN PROFESSIONAL INDUSTRIAL EDUCATION ORGANIZATIONS. THIS ARTICLE WAS PUBLISHED IN "THE EMPORIA STATE RESEARCH STUDIES, "VOLUME 13, NUMBER 3, MARCH 1965. (EM)

ED012828 AA000188
COST-BENEFIT MODEL TO EVALUATE EDUCATIONAL PROGRAMS. PROGRESS REPORT. SPIEGELMAN, ROBERT G.; AND OTHERS, APR67, 226P.

A PROGRESS REPORT IS GIVEN ON THE DEVELOPMENT OF A FRAMEWORK FOR THE EVALUATION OF EDUCATIONAL PROGRAMS. THE FRAMEWORK WILL BE IN THE FORM OF A MATHEMATICAL MODEL THAT WILL PROVIDE A METHOD FOR THE ANALYSIS OF BENEFITS DERIVED FROM THE ELEMENTARY AND SECONDARY EDUCATION ACT (ESEA), TITLE I PROGRAM. THE MODEL IS BASED ON A CONCEPT OF EDUCATION AS AN INDUSTRY THAT TAKES CHILDREN WITH CERTAIN CHARACTERISTICS AND EMBODIES HUMAN CAPITAL (KNOWLEDGE) IN THEM. FROM THIS CONCEPT, TWO FACTORS WERE IDENTIFIED THAT WERE CONSIDERED TO DETERMINE THE NATURE OF THE EDUCATION PROCESS--(1) THE CHARACTERISTICS OF THE CHILDREN AND (2) THE CHARACTERISTICS OF THE SCHOOL INPUTS. ESEA PROJECTS WERE AIMED AT PROVIDING ADDITIONAL EDUCATIONAL BENEFITS TO DISADVANTAGED CHILDREN, THAT IS, THOSE FROM LOW-INCOME FAMILIES, AND WERE REPORTED TO HAVE THE FOLLOWING EFFECTS--(1) INCREASED THE LEARNING CAPACITY OF THE CHILDREN AND THUS INCREASED THEIR EARNING CAPACITY, AND (2) THE INCREASED LEARNING CAPACITY ALSO INCREASED PROBABILITY OF STAYING IN SCHOOL, INCREASED PROBABILITY OF GRADUATING AND GOING ON TO HIGHER EDUCATION, AND REDUCED THE PROBABILITY OF BECOMING JUVENILE DELINQUENTS. IN THIS STUDY, THE BENEFITS DERIVED FROM THE PROGRAMS WERE ANALYZED IN TERMS OF INCREASE IN PERSONAL INCOME FROM GRADUATING FROM HIGH SCHOOL AND FROM GOING TO COLLEGE, REDUCTION OF UNEMPLOYMENT, REDUCTION OF JUVENILE CRIME, INTERGENERATION EFFECTS, AND INCREASED LABOR FORCE MOBILITY. THE MATHEMATICAL MODEL BEING DEVELOPED WILL PROVIDE A MEANS OF EVALUATING THE MONETARY BENEFITS FROM TITLE I PROGRAMS BY DETERMINING THE MONETARY BENEFITS LESS THE COSTS OF THE PROGRAM. (AL)

ED012839 AC000501
WORLD WITHOUT DISTANCE. 67,
DOCUMENT NOT AVAILABLE FROM EDRS.

THE PRESENT SYSTEM OF DISTRIBUTION OF EDUCATIONAL TELEVISION AND RADIO PROGRAMS BY AUDIO AND VIDEO TAPE IS OBSOLETE, THERE SHOULD BE SIMULTANEOUS DISTRIBUTION. THREE PROBLEMS OF EDUCATIONAL TELEVISION ARE THAT (1) COMMERCIAL NETWORKS DO NOT HAVE ENOUGH AIRTIME, (2) EDUCATIONAL TELEVISION DOES NOT HAVE ENOUGH RESOURCES, FINANCIAL OR PROFESSIONAL, AND (3) EDUCATIONAL TELEVISION COULD NOT AFFORD INTERCONNECTION TO PROVIDE SIMULTANEOUS DISTRIBUTION. THERE SHOULD BE A GLOBAL SYSTEM OF SATELLITES, WHICH WOULD DRASTICALLY REDUCE COSTS, THE SAVINGS TO BE APPLIED TOWARD FUNDING, FINANCING, AND PROGRAMING FOR EDUCATIONAL TELEVISION. AS PROPOSED IN TWO MODELS, BROADCAST NONPROFIT SATELLITE PROJECTS ONE AND TWO, 44 TO 68 CHANNELS COULD MAKE POSSIBLE LOW-PRICE INTERCONNECTION FOR COMMERCIAL NETWORKS AND FREE INTERCONNECTION FOR EDUCATIONAL RADIO AND TELEVISION STATIONS. CERTAIN PROGRESS HAS ALREADY BEEN MADE TOWARD THIS GOAL--THERE HAS BEEN DIALOGUE ABOUT COOPERATIVE PLANNING, OUR THREE PRESENT NETWORKS AMOUNT TO A SINGLE SERVICE THROUGH SIMILAR PROGRAMING, AND INTERCONNECTION FOR EDUCATIONAL TELEVISION IS GENERALLY ACKNOWLEDGED TO BE EVENTUALLY ASSURED. THIS ARTICLE APPEARED IN THE NAEB JOURNAL, PUBLISHED BI-MONTHLY BY THE NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS, URBANA, ILLINOIS 61803. (EB)

ED012840 AC000502
A YEAR OF DECISION.
DOCUMENT NOT AVAILABLE FROM EDRS.

WE MUST LOOK AT THE NEEDS OF OUR SOCIETY AND ITS CITIZENS AND ASK TO WHAT EXTENT THE CAPACITY OF NON-COMMERCIAL BROADCASTING HAS BEEN USED TO IMPROVE THE CONDITION OF MAN. COMMERCIAL TELEVISION HAS COMMUNICATED KNOWLEDGE OF OUR SOCIAL PROBLEMS BUT THE ROLE OF NON-COMMERCIAL MEDIA IS TO HELP TO SOLVE THESE PROBLEMS. EDUCATIONAL BROADCASTING IS NOT WIDELY USED BY COMMUNITY SERVICE AGENCIES BECAUSE COUNTRYWIDE COVERAGE IS NOT PROVIDED AND THERE ARE MANY BARRIERS TO ITS USE CREATED BY THE WAY IT IS ORGANIZED, REGULATED, AND OPERATED. IF THE EDUCATIONAL BROADCASTING SYSTEM COULD PROVIDE VALUABLE SERVICE TOWARD IMPROVEMENT OF SOCIETY, SUBSTANTIAL FUNDING COULD BE CHANNELED INTO IT. AT PRESENT, THERE IS SPOTTY COVERAGE AND A MIXED SET OF PURPOSES--WE HAVE ONLY ONE STATE WITH A STATEWIDE RADIO NETWORK, YET THIS COULD BE OF INVALUABLE ASSISTANCE TO COMMUNITY SERVICES, ESPECIALLY THROUGH SUB-CHANNELS TO SPECIAL RECEIVERS. A BETTER UNDERSTANDING OF TELECOMMUNICATIONS IS ESSENTIAL FOR STATE AND LOCAL ADMINISTRATORS OF HEALTH, EDUCATION, AND COMMUNITY PROGRAMS. THIS ARTICLE APPEARED IN THE NAEB JOURNAL, PUBLISHED BI-MONTHLY BY THE NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS, URBANA, ILLINOIS 61803. (EB)

ED012841 AC000503
SUPPLEMENTAL COMMENTS OF THE NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS, BEFORE THE FEDERAL COMMUNICATIONS COMMISSION, DOCKET 16495. 67,
DOCUMENT NOT AVAILABLE FROM EDRS.

IN TESTIMONY BEFORE THE FEDERAL COMMUNICATIONS COMMISSION ON ESTABLISHMENT OF DOMESTIC NONCOMMON CARRIER COMMUNICATION SATELLITE FACILITIES BY NONGOVERNMENTAL ENTITIES, THE NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS URGED CREATION OF A NATIONWIDE, NONPROFIT "SECOND SERVICE" SERVING AS AN ALTERNATIVE TO THE MAJOR COMMERCIAL NETWORKS. AS PROPOSED BY THE FORD FOUNDATION, THIS BROADCASTING SERVICE WOULD ENCOMPASS EDUCATIONAL TELEVISION (ETV) OPERATIONS, TOGETHER WITH OTHER FORMS OF TELECOMMUNICATION CAPABLE OF MAKING AVAILABLE ACCUMULATED DATA AND KNOWLEDGE, WHEREVER LOCATED, EITHER FOR INSTANTANEOUS USE OR FOR STORAGE AND RETRIEVAL. STRONG LOCAL STATIONS AND STRONG STATE AND REGIONAL GROUND-BASED NETWORKS WOULD BE ESSENTIAL TO THE SYSTEM. THIS SATELLITE-AIDED SYSTEM WOULD GREATLY REDUCE COSTS AND REVOLUTIONIZE ALL FORMS OF EDUCATIONAL BROADCASTING AND INFORMATION EXCHANGE, INCLUDING ETV VIDEO TAPE DISSEMINATION AND PUBLIC SCHOOL INSTRUCTION. DOCUMENT INCLUDES STATISTICS ON EXISTING AND ANTICIPATED ETV STATIONS IN THE UNITED STATES AND A SUMMARY OF THEIR PROJECTED (1966-71) OPERATING AND CAPITAL NEEDS. (THE NAEB JOURNAL IS PUBLISHED BI-MONTHLY BY THE NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS, URBANA, ILLINOIS.) THIS DOCUMENT WAS PUBLISHED IN "THE NAEB JOURNAL," JANUARY-FEBRUARY, 1967. (LY)

ED012886 AC001426
PUBLIC TELEVISION, A PROGRAM FOR ACTION, REPORT AND RECOMMENDATIONS OF THE CARNEGIE COMMISSION ON EDUCATIONAL TELEVISION. KILLIAN, JAMES R., JR.; AND OTHERS, JAN67,
DOCUMENT NOT AVAILABLE FROM EDRS.

THE REPORT OF THE CARNEGIE COMMISSION ON EDUCATIONAL TELEVISION PROPOSES A NON-PROFIT CORPORATION FOR PUBLIC TELEVISION TO RECEIVE AND DISBURSE PRIVATE AND GOVERNMENT FUNDS. IT RECOMMENDS INCREASED GOVERNMENT SUPPORT OF LOCAL AND NATIONAL PROGRAM PRODUCTION, NEW FACILITIES FOR LIVE-BROADCAST INTERCONNECTION, RESEARCH AND DEVELOPMENT IN PROGRAMING AND PRODUCTION AND IN

TELEVISION TECHNOLOGY, AND RECRUITMENT AND TRAINING OF SPECIALIZED TALENT. THERE SHOULD BE ADDITIONAL ENABLING LEGISLATION AND FINANCING THROUGH EXCISE TAXES ON TELEVISION RECEIVERS. THE EXISTING SYSTEM (DECEMBER 1966) IS OUTLINED--SPONSORSHIP (21 SCHOOL, 27 STATE, 35 UNIVERSITY, AND 41 COMMUNITY STATIONS), SOURCES OF GENERAL PROGRAMING, DISTRIBUTION, AND FINANCIAL SUPPORT. CHARACTERISTICS OF COMMERCIAL AND PUBLIC TELEVISION AND THEIR AUDIENCES ARE DESCRIBED, AND THE POTENTIALS OF EDUCATIONAL TELEVISION DISCUSSED. SUPPLEMENTARY PAPERS ALSO DISCUSS LEGAL ASPECTS, PROJECTED LONG-RUN OPERATING COSTS, AND THE ROLE OF THE FEDERAL COMMUNICATIONS COMMISSION. FINANCIAL AND OPERATING REPORTS OF EDUCATION TELEVISION STATIONS, JULY 1965-JUNE 1966, ARE PRESENTED TOGETHER WITH DATA ON AUDIENCE SIZES AND OCCUPATIONAL AND EDUCATIONAL CHARACTERISTICS OF LISTENERS. DOCUMENT INCLUDES 35 TABLES, A MAP, AND LIST OF ETV STATIONS. THIS DOCUMENT IS AVAILABLE FROM BANTAM BOOKS, NEW YORK, N.Y. 10016. (LY)

ED012887 AC001431
EDUCATIONAL TELEVISION, THE NEXT TEN YEARS. ASHEIM, LESTER; AND OTHERS, 65, 399P.

FOUR STUDIES OF EDUCATIONAL TELEVISION WERE COMMISSIONED BY THE U.S. OFFICE OF EDUCATION. THE FIRST, CONTRACTED TO THE NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS, SURVEYED PLANS OF EDUCATIONAL INSTITUTIONS, ESTIMATED NEEDS FOR CHANNEL ALLOCATIONS FOR THESE PLANS, AND MADE ENGINEERING STUDIES OF HOW TO MEET THESE NEEDS. THE SECOND STUDY, MADE BY THE UNIVERSITY OF NEBRASKA, SURVEYED NEEDS AND PLANS OF EDUCATIONAL INSTITUTIONS FOR EXCHANGE OF TEACHING MATERIALS AND RECOMMENDED WAYS OF MEETING THESE NEEDS. THE THIRD, CONTRACTED TO THE INSTITUTE FOR COMMUNICATIONS RESEARCH AT STANFORD UNIVERSITY, STUDIED PROBLEMS OF FINANCE, PROGRAM QUALITY, MANPOWER TRAINING, AND DESIGN AND EQUIPMENT OF SCHOOLS. THE FOURTH STUDY, MADE BY NATIONAL EDUCATIONAL TELEVISION, STUDIED AUDIENCES OF EIGHT EDUCATIONAL TELEVISION STATIONS IN SIX DIFFERENT SITUATIONS IN THE UNITED STATES. THIS STUDY WAS SUMMARIZED IN AN APPENDIX AND THE RESULTS WERE TO BE PUBLISHED SEPARATELY. (CHANGES WHICH HAD OCCURRED SINCE THE FIRST PUBLICATION OF THIS DOCUMENT-1962-WERE NOTED IN THE FOREWORD. ALSO INCLUDED WERE THE RECOMMENDATIONS OF THE TELEVISION ADVISORY PANEL OF THE OFFICE OF EDUCATION. APPENDIXES INCLUDE BRIEF HISTORIES OF BOTH EDUCATIONAL TELEVISION AND EDUCATIONAL RADIO.) THIS DOCUMENT IS AVAILABLE, FOR $1.25, FROM U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402. (SG)

ED012959 EA000587
A REPORT TO THE BOARD OF DIRECTORS OF THE LITTLE ROCK SCHOOL DISTRICT, LITTLE ROCK, ARKANSAS. AN EVALUATION OF THE PROGRESS TOWARD THE ACHIEVEMENT OF A RACIALLY INTEGRATED EDUCATIONAL SYSTEM AND A PROJECTION OF A PLAN FOR FURTHER ACTION. BUMBARGER, CHESTER S.; AND OTHERS, MAY67, 218P.

A PROFESSIONAL STUDY WAS CONTRACTED BY THE BOARD OF EDUCATION AND SCHOOL ADMINISTRATORS TO ASSESS THE LITTLE ROCK SCHOOL DISTRICT'S PROGRESS IN MOVING FROM A DUAL TO AN INTEGRATED SCHOOL SYSTEM. AN EVALUATION OF COMMUNITY ATTITUDES AND THE EXTENT OF INFLUENCE GIVEN BY CIVIC LEADERS INDICATED GENERALLY FAVORABLE SUPPORT FOR IMPROVEMENTS ALREADY MADE BUT LITTLE ACTIVE SUPPORT FOR A FULLY INTEGRATED PROGRAM. AS A BASIS FOR RECOMMENDATIONS, THE STUDY TEAM INTERVIEWED 120 REPRESENTATIVE STAFF MEMBERS OF THE SCHOOL SYSTEM, ANALYZED RESIDENTIAL PATTERNS AND POPULATION TRENDS, SURVEYED SCHOOL FACILITIES, AND DETERMINED THE RELATIVE INFLUENCE OF VARIOUS PRESSURE GROUPS UPON THE EDUCATIONAL SYSTEM. OBSTACLES TO ACHIEVING AN IMPROVED EDUCATIONAL PROGRAM INCLUDE HUMAN RESISTANCE TO CHANGE, LACK OF MUTUAL TRUST AMONG PARTICIPANTS, POOR COMMUNICATION, AND LACK OF STAFF INVOLVEMENT IN CURRICULUM DEVELOPMENT, STAFF TRANSFER, AND THE BUDGETING PROCESS. POSITIVE FEATURES INCLUDE LARGELY EQUIVALENT PREPARATION FOR WHITE AND NONWHITE TEACHERS, STAFF CONFIDENCE IN THE ABILITY OF PEERS TO TEACH EFFECTIVELY IN AN INTEGRATED EDUCATIONAL SYSTEM, AND A HIGH DEGREE OF STAFF COMMITMENT TO TEACHING AND THE SCHOOL SYSTEM. AN EDUCATIONAL PARK IS PROPOSED AS THE KEY TO A LONG-RANGE PLAN FOR EDUCATIONAL IMPROVEMENT. THE ENTIRE SCHOOL SYSTEM WOULD BE REGARDED AS A SINGLE PARK, WITH SEPARATE SCHOOLS FOR GRADES 1--5, 6--8, 9--10, AND 11--12. (JK)

ED012964 EA000741
EXPECTATIONS FOR THE SCHOOL BOARD ROLE AS RELATED TO LEVEL OF LOCAL FINANCIAL SUPPORT AND ALLOCATION OF EXPENDITURES. 7P.

TWO HYPOTHESES WERE TESTED--(1) NO SIGNIFICANT RELATIONSHIP EXISTS BETWEEN THE LEVEL OF EXPECTATIONS FOR THE FINANCIAL ASPECTS OF THE SCHOOL BOARD ROLE AND THE LEVEL OF LOCAL FINANCIAL SUPPORT, AND (2) NO SIGNIFICANT RELATIONSHIP EXISTS BETWEEN THE LEVEL OF EXPECTATIONS FOR SELECTED EXPENDITURES AND THE AMOUNT OF FUNDS ALLOCATED FOR THESE EXPENDITURES. EXPECTATIONS FOR THE SCHOOL BOARD ROLE WERE MEASURED BY AN INTERVIEW INSTRUMENT IN 12 WISCONSIN SCHOOL DISTRICTS. SUBJECTS OF THE STUDY WERE 150 CITIZENS, 20 TEACHERS, AND ALL SCHOOL AND MUNICIPAL OFFICIALS. THE FIRST HYPOTHESIS WAS SUBJECTED TO 16 SEPARATE TESTS, AND ONLY ONE PROVED SIGNIFICANT. THE SECOND, SUBJECTED TO 36 TESTS, RESULTED IN NINE SIGNIFICANT RELATIONSHIPS (NOT ENOUGH TO REJECT THE HYPOTHESIS). IMPLICATIONS AND CONCLUSIONS DRAWN FROM THE STUDY INCLUDED--(1) HOLDING PREFERENCES FOR PARTICULAR SCHOOL PROGRAMS MAY NOT BE THE SAME AS BEING WILLING TO PAY FOR THEM, (2) THERE MAY BE A DIFFERENCE BETWEEN RESPONDING FAVORABLY TOWARD FINANCIAL SUPPORT FOR SCHOOLS IN AN INTERVIEW AND ACTUAL FINANCIAL COMMITMENT, (3) EXPECTATIONS FOR EXPENDITURES MAY NOT EXIST AS A SINGLE IDENTIFIABLE CONCEPT, AND (4) THE SIGNIFICANT RELATIONSHIPS WHICH WERE FOUND WERE ACTUALLY INSIGNIFICANT ITEMS IN TERMS OF THE TOTAL SCHOOL BUDGET. (HW)

ED012965 EA000743
COLLECTIVE BARGAINING IN THE PUBLIC SERVICE--THE ROAD AHEAD. JUL67, 6P.

COLLECTIVE BARGAINING IS BEING USED INCREASINGLY TO RESOLVE PROBLEMS OF PUBLIC SERVICE EMPLOYMENT. THIS DEVELOPMENT, ESPECIALLY IN THE FIELD OF EDUCATION, IS MARKED AT BOTH STATE AND LOCAL LEVELS BY COMPETITION BETWEEN UNIONS AND ASSOCIATIONS FOR DOMINANCE IN THE BARGAINING PROCESS ON BEHALF OF TEACHERS. THE NATIONAL EDUCATION ASSOCIATION (NEA) IS APPROACHING THE POLICY ATTITUDE OF THE AMERICAN FEDERATION OF TEACHERS (AFT) SUPPORTING STRIKES WHEN ITS AFFILIATES HAVE FAILED TO GAIN A SETTLEMENT AFTER GOOD FAITH BARGAINING. DIFFERENCES BETWEEN PRIVATE AND PUBLIC SECTOR COLLECTIVE BARGAINING SHOULD BE CLARIFIED. SPECIAL ISSUES REQUIRING CONSIDERATION INCLUDE THE ROLE OF MANAGEMENT, THE DEVELOPMENT OF MANAGEMENT EXPERTS WITHIN EMPLOYEE ORGANIZATIONS, THE DETERMINATION OF THE PURPOSES FOR WHICH LEADERS OF EMPLOYEE ORGANIZATIONS WIELD THEIR POWER, AND THE FORMULATION OF ETHICAL POLITICAL PRACTICES FOR ATTAINING COLLECTIVE BARGAINING GOALS. RECOGNIZING THE RAPIDLY DEVELOPING NATURE OF COLLECTIVE BARGAINING FOR THEIR EMPLOYEES, PUBLIC OFFICIALS MUST LEARN THE RELEVANT LANGUAGE AND GAIN FROM THE EXPERIENCE OF THE PRIVATE SECTOR. SUGGESTIONS ARE GIVEN FOR THE FORMULATION OF AN OBJECTIVE ATTITUDE BY PUBLIC MANAGEMENT (INCLUDING EDUCATIONAL ADMINISTRATION) TOWARD ITS ROLE IN THE NEGOTIATION PROCESS, PUBLIC EMPLOYEE STRIKES, AND COMPULSORY ARBITRATION. THIS ADDRESS WAS PRESENTED AT THE PACIFIC NORTHWEST ASSEMBLY CO-SPONSORED BY THE UNIVERSITY OF OREGON AND THE AMERICAN ASSEMBLY OF COLUMBIA UNIVERSITY (UNIVERSITY OF OREGON, EUGENE, JULY 20-23, 1967) AND APPEARS IN "CHALLENGES TO COLLECTIVE BARGAINING," A REPORT OF THAT ASSEMBLY. (JK)

ED012969 EA000760
FAMILY INCOME AND THE CHARACTERISTICS OF COLLEGE-BOUND STUDENTS. FEB67, 32P.

A COMPARATIVE SOCIOECONOMIC ANALYSIS OF 18,378 PROSPECTIVE COLLEGE STUDENTS (10,073 MEN AND 8305 WOMEN) TABULATES PERCENTAGES FOR THE RELATIONSHIP BETWEEN STUDENTS WITH DIFFERENT FAMILY INCOMES AND ACADEMIC ACHIEVEMENT, FARM OR RURAL HOMES, MARITAL OR DATING STATUS, COLLEGE GOALS, REASONS FOR COLLEGE CHOICE, EXPECTATIONS CONCERNING COLLEGE, HIGHEST DEGREE SOUGHT, CHOICE OF MAJOR FIELD, VOCATION, AND VOCATIONAL ROLE. THE SUBJECTS WERE A THREE PERCENT REPRESENTATIVE SAMPLE OF THE POPULATION OF APPROXIMATELY 612,000 STUDENTS TESTED BY ACT ON NATIONAL TEST DATES BETWEEN NOVEMBER 1, 1964, AND OCTOBER 31, 1965. TESTS AND OTHER METHODS USED IN THE EVALUATION ARE DESCRIBED, VARIABLES ARE EXPLAINED, AND FINDINGS ARE BRIEFLY REVIEWED. CONCLUSIONS SUPPORT THE HYPOTHESIS THAT SOCIAL CLASS IS A PRIMARY DETERMINANT OF COLLEGE CHOICE AND VOCATIONAL ORIENTATION. EMPHASIS IS PLACED ON DEVELOPING A STUDENT FINANCIAL AID PROGRAM TO HELP LOW INCOME STUDENTS TO ATTEND COLLEGE, WIDEN THEIR CHOICE OF INSTITUTIONS, AVOID EXCESSIVE WORK LOADS, AND PLAN FOR EDUCATIONAL ATTAINMENT COMMENSURATE WITH THEIR ABILITIES. THIS DOCUMENT APPEARS IN "ACT RESEARCH REPORTS," NUMBER 17, FEBRUARY, 1967, AND IS ALSO AVAILABLE AS ADI DOCUMENT NO. 9378 FOR $2.00 MF, $3.75 PHOTOCOPY FROM THE AMERICAN DOCUMENTATION INSTITUTE, ADI AUXILIARY PUBLICATIONS PROJECT, PHOTODUPLICATION SERVICE, LIBRARY OF CONGRESS, WASHINGTON, D.C. 20540. (JK)

ED012970 EA000773
PROGRAM BUDGETING FOR EDUCATION--STATE AND LOCAL GOVERNMENTS. 15SEP66, 12P.
EDRS PRICE MF-$0.25 HC-$0.48

INFORMATION IS PRESENTED CONCERNING THE AVAILABILITY OF FINANCIAL INFORMATION WHICH PERTAINS TO ALLOCATION OF EDUCATIONAL RESOURCES IN THE PRIVATE AND PUBLIC SECTORS OF THE ECONOMY AND THE EFFECTIVENESS OF THIS ALLOCATION. (HW)

ED012971 EA000777
THE PUBLIC SCHOOL SUPERINTENDENCY IN TEXAS. JUN67, 82P.

A QUESTIONNAIRE STUDY OF THE 1030 TEXAS PUBLIC SCHOOL SUPERINTENDENTS WAS CONDUCTED IN THE SPRING OF 1967. THE DATA FROM THE 800 QUESTIONNAIRES UTILIZED ARE SHOWN IN 39 TABLES. THE QUESTIONS WERE DEVISED TO ACQUIRE DATA CONCERNING (1) SIZE OF SCHOOLS, CLASSIFICATION OF DISTRICT, AND TENURE OF THE SUPERINTENDENT, AND (2) ASPECTS OF THE SUPERINTENDENCY RELATING TO EXPERIENCE, ROUTE TO THE SUPERINTENDENCY, SALARIES EARNED AND OPINIONS OF EARNED SALARIES, AND SELECTED PROFESSIONAL ORGANIZATIONS. IT WAS FOUND THAT THE MEDIAN SCHOOL CONTAINED 655 STUDENTS AND THAT MOST DISTRICTS WERE CLASSIFIED AS RURAL. NINETY-NINE PERCENT OF THE SUPERINTENDENTS WERE MALE WITH A MEDIAN AGE OF 47. THE AVERAGE SUPERINTENDENT HAD BEEN A SUPERINTENDENT FOR NINE YEARS, WAS A B UNDERGRADUATE STUDENT IN THE SOCIAL SCIENCES, AND HELD A MASTER'S DEGREE IN EDUCATIONAL ADMINISTRATION. HE PROBABLY HELD POSITIONS AS A SECONDARY SCHOOL TEACHER AND PRINCIPAL BEFORE

BECOMING A SUPERINTENDENT. HE RECEIVED A MEDIAN ANNUAL SALARY OF $12,000 AND PROBABLY BELONG TO TSTA OR TASA AND TO NEA. HE LIKED BEST THE FEELING THAT HE WAS OF SERVICE IN EDUCATING CHILDREN. AREAS OF SUGGESTED RESEARCH INCLUDE--(1) SCHOOL DISTRICT ORGANIZATION, (2) ADMINISTRATIVE BEHAVIOR, (3) THE RELATIONSHIP OF BACKGROUND TO ADMINISTRATIVE BEHAVIOR, (4) NONMEMBERSHIP IN PROFESSIONAL ORGANIZATIONS, AND (5) SUPERINTENDENT ATTITUDES. (CC)

ED012972 EA000784
THE STRENGTH OF A SPARROW. 22SEP67, 16P.

UNEQUAL DISTRIBUTION IN SOME STATES OF STATE TAX MONIES FOR SCHOOLS HAS RESULTED IN A MUCH HIGHER PROPORTIONATE FUNDING FOR SUBURBAN SCHOOLS THAN URBAN SCHOOLS. THIS FISCAL INEQUITY IS DUE TO EXCESSIVE RELIANCE UPON THE NUMBER OF DOLLARS OF ASSESSED VALUE BEHIND EACH STUDENT IN THE DISTRICT AND TO FAILURE BY THE STATES TO RECOGNIZE THE DISPROPORTIONATE EXTENT OF A CITY'S OBLIGATIONS TO PROVIDE MUNICIPAL NON-SCHOOL SERVICES. FEDERAL GOVERNMENT EDUCATIONAL SUPPORT ASSISTS IN THE CORRECTION OF THIS IMBALANCE BY PROVIDING (1) ADDITIONAL MONEY FOR SERVICES FOR ALL SCHOOL CHILDREN AND (2) SPECIAL EDUCATIONAL SERVICES FOR THE CULTURALLY DEPRIVED CHILD, OTHERWISE HEADED FOR FAILURE. PITTSBURGH'S SUCCESS IN IMPROVING ITS FINANCIAL SUPPORT AND EDUCATIONAL PROGRAM WAS ACHIEVED BY AN APPOINTED BOARD OF EDUCATION WHICH ENJOYED BROAD PUBLIC SUPPORT OF CITY BUSINESS, MINORITY, AND INTELLECTUAL COMMUNITIES. BOTH A MORE REALISTIC PERCEPTION OF THE ROLE OF THE SCHOOL IN THE COMMUNITY AND A SYSTEMATIC COORDINATION OF ALL POSSIBLE RESOURCES ARE NEEDED. SEVEN NEW APPROACHES TO OLD PROBLEMS ARE MADE, INCLUDING (1) CONSORTIUMS WITH OPEN ENROLLMENT FOR JUNIOR AND SENIOR HIGH SCHOOL STUDENTS, (2) INDIVIDUAL SCHEDULING FOR ACHIEVING AS WELL AS NONACHIEVING STUDENTS, AND (3) INVOLVEMENT OF PARENTS AS AIDES AND PARTICIPANTS IN THE SCHOOL'S DECISIONMAKING PROCESS. THIS PAPER WAS PRESENTED AT THE URBAN SCHOOLS CONFERENCE (WASHINGTON, D.C., SEPTEMBER 22, 1967). (JK)

ED012977 EC000114
PROGRAM DESCRIPTION FOR SPECIAL EDUCATION. (TITLE SUPPLIED). AUG66, 31P.

GUIDELINES COVER THE PLANNING AND OPERATION OF EDUCATIONAL PROGRAMS FOR HANDICAPPED CHILDREN. PROCEDURES ARE STATED FOR DEVELOPING SERVICES FOR THOSE WITH HEARING, VISUAL, OR PHYSICAL HANDICAPS AND THE HOMEBOUND OR HOSPITALIZED. ACCOMMODATING THE CRIPPLED IN REGULAR BUILDINGS, PROVIDING PHYSICAL, OCCUPATIONAL, AND SPEECH THERAPY, AND ARRANGING SPECIALIZED INSTRUCTION FOR CHILDREN WITH PERCEPTUAL PROBLEMS AND RELATED LEARNING DISORDERS ARE DISCUSSED. ROOM AND BOARD PROVISIONS, SUMMER PROGRAMS, AND TEACHER COUNSELOR PROGRAMS FOR THE PHYSICALLY HANDICAPPED ARE PRESENTED. SPECIAL PROGRAM IS AVAILABLE FOR CHILDREN NEEDING SPEECH CORRECTION. INFORMATION IS PROVIDED ON PROCEDURES FOR DETERMINING THE NEED FOR SERVICES, ELIGIBILITY REQUIREMENTS, SUGGESTIONS FOR VARIOUS TYPES OF PROGRAMS, TEACHER REQUIREMENTS, CASE LOADS, EQUIPMENT, COUNSELING SERVICES, AND STATE AID. (GW)

ED012984 EC000272
SPECIAL EDUCATION PROGRAMS FOR NEBRASKA'S HANDICAPPED CHILDREN, 1965-1966. 17TH ANNUAL REPORT. FALLS, CHARLES W.; AND OTHERS. 66, 54P.

SPECIAL EDUCATION AIMS TO MEET THE INDIVIDUAL NEEDS OF EACH CHILD THROUGH ATTENTION TO CAPABILITIES, PARENTAL TRAINING, AND PARTICIPATION AND COORDINATION OF VARIOUS AGENCIES AND SPECIALISTS. DURING THE 1965-1966 SCHOOL YEAR IN NEBRASKA, 8,490 HANDICAPPED CHILDREN RECEIVED SPECIAL SERVICES, AND AN ADDITIONAL 2,433 CHILDREN RECEIVED SPEECH AND HEARING DIAGNOSES AND PSYCHOLOGICAL TESTING SERVICES. THESE SERVICES COST $129.12 PER PUPIL. TABLES AND GRAPHS INDICATE THE GROWTH OF SPECIAL EDUCATION BY PROVIDING INFORMATION ABOUT PUPILS, SERVICES, SCHOOLS, TEACHERS, EXPENDITURES, AND REIMBURSEMENTS FOR THE PAST TEN YEARS. THESE STATISTICS ARE PRESENTED FOR THE TRAINABLE MENTALLY HANDICAPPED, SPEECH HANDICAPPED, AURALLY HANDICAPPED, HOMEBOUND, PHYSICALLY HANDICAPPED, ORTHOPEDICALLY HANDICAPPED, AND VISUALLY HANDICAPPED. (RS)

ED012988 EC000395
PRACTICES OF SALARY DIFFERENTIAL PAYMENT TO SPECIAL CLASS TEACHERS OF THE MENTALLY RETARDED IN IOWA PUBLIC SCHOOLS. 65, 38P.

DURING 1963-1964, 418 SPECIAL CLASSES FOR EDUCABLE MENTALLY RETARDED (EMR) AND 70 CLASSES FOR TRAINABLE MENTALLY RETARDED (TMR) CHILDREN WERE SPONSORED BY 141 SCHOOL DISTRICTS AND 57 COUNTY BOARDS OF EDUCATION IN IOWA. COUNTY BOARDS AND SCHOOL DISTRICTS SPONSORING THESE PROGRAMS RESPONDED TO A STATE QUESTIONNAIRE ON SALARY DIFFERENTIALS PAID TO TEACHERS. RESULTS SHOWED THAT 58 PERCENT OF THE DISTRICTS SPONSORING EMR CLASSES PAID SALARY DIFFERENTIALS WHILE 19 PERCENT PAID A DIFFERENTIAL TO TEACHERS OF TMR CLASSES. MEAN SALARY DIFFERENTIAL IN DISTRICT SPONSORED CLASSES WAS $312 FOR EMR TEACHERS AND $271 FOR TMR TEACHERS. FOR COUNTY BOARD SPONSORED CLASSES, 42 PERCENT REPORTED A SALARY DIFFERENTIAL (MEAN $229) FOR EMR TEACHERS, AND 26 PERCENT REPORTED A DIFFERENTIAL (MEAN $333) FOR TMR TEACHERS. BOTH SCHOOL DISTRICTS AND COUNTY BOARDS GAVE RECRUITMENT AS THE MAJOR REASON FOR SALARY DIFFERENTIAL. BAR GRAPHS PRESENT DATA ACCORDING TO SIZE OF SCHOOL DISTRICT. (DF)

ED012994 EC000561
SPECIAL C AND TRAINABLE PROGRAMS, SCHOOL YEAR 1965-66. SUMMARY REPORT. BERTUCCI, DOMINIC; BLODGETT, E. DONALD, 66, 13P.

ENROLLMENT FIGURES AND THE GROWTH OF SPECIAL EDUCATION CLASSES FOR EDUCABLE (SPECIAL C CLASSES) AND TRAINABLE MENTALLY HANDICAPPED PUPILS IN THE MILWAUKEE PUBLIC SCHOOLS DURING THE SCHOOL YEAR 1965-66 ARE SUMMARIZED. THE EDUCABLE PROGRAM ENROLLED 1,819 STUDENTS IN 128 CLASSES. STUDENTS IN THE 36 TRAINABLE CLASSES NUMBERED 344. NUMBER OF TRAINABLE AND EDUCABLE CLASSES FOR EACH SCHOOL ARE CITED ALONG WITH INFORMATION IDENTIFYING NEW CLASSES AND NEW PROGRAMS. NEW STUDENT PLACEMENTS DURING THE YEAR ARE LISTED BY SCHOOL AND TYPE OF CLASS. STUDENTS DELETED FROM THE ROLLS OF EDUCABLE AND TRAINABLE CLASSES AND THE REASONS FOR DELETION ARE LISTED. A DESCRIPTION OF THE OCCUPATIONAL ADJUSTMENT PROGRAMS INCLUDES ENROLLMENT FIGURES AND A LIST OF TRAINING FACILITIES. (CG)

ED013132 RC000783
INDIAN EDUCATION, STATE OF SOUTH DAKOTA, JOHNSON O'MALLEY PROGRAM, FISCAL 1966. ANNUAL REPORT. 66, 32P.

THIS DOCUMENT PRESENTS THE FISCAL REPORT AND INFORMATION RELATED TO SOUTH DAKOTA'S PARTICIPATION IN THE JOHNSON O'MALLEY PROGRAM, 1966. CHARTS RELATING THE FINANCIAL BREAKDOWN OF EXPENDITURES, INCOME, ENROLLMENT, AVERAGE DAILY ATTENDANCE, AND THE NUMBER OF 8TH GRADE AND 12TH GRADE GRADUATES OF THE FORTY-THREE SCHOOL DISTRICTS ARE PRESENTED. COSTS AND OUTLINES OF SPECIAL AGREEMENTS, SUCH AS STATE SCHOOL OPERATION AND TRANSPORTATION, ARE PRESENTED. A COMPLETE ANALYSIS IS MADE OF THE TAXES LEVIED FOR THE GENERAL FUND, BOND REDEMPTION FUND, CAPITAL OUTLAY FUND, COUNTY ELEMENTARY SCHOOL, EQUALIZATION FUND, HIGH SCHOOL TUITION FUND, GENERAL PROPERTY TAX FUND, AND AGRICULTURAL LAND TAX FUND. A RESUME OF ALL THE TITLE I PROGRAMS INCLUDES THE NAME OF THE SCHOOL DISTRICT, THE SIZE OF THE MAXIMUM AND APPROVED GRANTS, AND A SUMMARY OF EACH PROGRAM. THE DOCUMENT CONCLUDES BY PRESENTING THE NAMES, ADDRESSES, AND COLLEGE NAME AND CLASS OF ALL THE SOUTH DAKOTA INDIAN SCHOLARSHIP RECIPIENTS FOR THE SCHOOL YEAR 1965-66. (JH)

ED013147 RC001487
ANNUAL REPORT, 1965-66, TO UNITED STATES BUREAU OF INDIAN AFFAIRS. SEP66, 18P.

IN COMPLIANCE WITH REGULATION, THIS REPORT IS SUBMITTED TO SHOW UTILIZATION OF JOHNSON-O'MALLEY FUNDS IN NEVADA FOR FISCAL YEAR 1965-66. THE REPORT CONSISTS OF--A SHORT EVALUATION WHICH INDICATES A CONTINUING NEED FOR MAXIMUM FUND ASSISTANCE IN SCHOOL LUNCH PROGRAMS AND SPECIAL PROGRAMS (COUNSELING, SUPERVISING STUDY SITUATIONS, ETC.), AN ENUMERATION OF INDIAN--ALL STUDENT ENROLLMENT DATA BY SCHOOL DISTRICT, A LISTING OF TAX RATES FOR EDUCATION FOR ELEMENTARY AND HIGH SCHOOLS (ON A COUNTY BASIS), A FINANCIAL STATEMENT AND LIST OF EXPENDITURES, A LIST OF JOHNSON-O'MALLEY SPECIAL FUND ALLOCATIONS AND USES BY COUNTY, AND A THREE-YEAR INDIAN DROP-OUT STUDY GIVEN BY GEOGRAPHIC AREA, MALE AND FEMALE DISTRIBUTION, GRADE AND SEMESTER LEVELS, ACHIEVEMENT LEVELS (ARITHMETIC AND READING), ATTENDANCE, AND CATEGORICAL REASON FOR WITHDRAWING. THE STUDY SHOWS THAT A LARGE PORTION OF THE DROPOUTS OCCURRED IN THE SECOND SEMESTER OF THE SENIOR YEAR, DUE IN LARGE MEASURE TO PREVIOUS FAILURES WHICH NECESSITATED LONGER ATTENDANCE TO GRADUATE. THIS SEEMS TO INDICATE THE NEED FOR MORE INTENSIVE COUNSELING SERVICE BEGINNING AT THE JUNIOR HIGH SCHOOL LEVEL. (BR)

ED013154 RC001523
DISCUSSION OF PLANNING AND IMPLEMENTATION OF GOVERNMENT AND PRIVATE AGENCY PROGRAMS IN NORTHERN NEW MEXICO. 65, 20P.

THE MEXICAN AMERICAN POPULATION IN NORTHERN NEW MEXICO ORIGINALLY HAD LAND GRANTS FROM THE SPANISH CROWN. LACK OF UNDERSTANDING OR ACCEPTANCE OF THE AMERICAN SYSTEM OF INDIVIDUAL OWNERSHIP HAS CAUSED THE MEXICAN AMERICAN TO LOSE MUCH OF THE ORIGINAL GRANT LANDS. THE MEXICAN AMERICAN SOCIAL ORGANIZATION, ORIGINALLY STRUCTURED UPON THE FARM VILLAGE, PATRIARCHAL FAMILY, PATRON SYSTEM, AND THE ROMAN CATHOLIC CHURCH, HAS BEEN QUITE RESISTANT TO ACCULTURATION. THE LACK OF ACCULTURATION AMONG THE PEOPLE, RIGIDITY OF PROGRAMING, AND SPECIALIZED APPROACH TO PROBLEMS HAVE BEEN THE MAIN REASONS FOR THE FAILURE OF GOVERNMENTAL PROGRAMS. INADEQUATE SCHOOLING COMPOUNDS THE SITUATION. RECOMMENDATIONS INCLUDE PLACING NORTHERN NEW MEXICO UNDER A REGIONAL AUTHORITY, USING THE VILLAGE FOR PLANNING AND RESEARCH, DEVELOPING LOCAL LEADERSHIP, DESIGNING GROUP PROGRAMS, RESTORING LAND TO THE VILLAGE, ADOPTING A PROPERTY TAX EXEMPTION FOR SUBSISTENCE FARMS UNDER FIFTEEN ACRES, PROMOTING HANDICRAFTS, BUILDING SMALL VILLAGE DAMS, CHANGING THE SCHOOL SYSTEM IN NORTHERN NEW MEXICO, BUILDING A NETWORK OF ROADS, DEVELOPING COOPERATIVE SALES SERVICE, DOING AGRICULTURAL RESEARCH, PREPARING AGENCY WORKERS FROM THE RESIDENT POPULATION, AND ESTABLISHING NORTHERN NEW MEXICO AS A TESTING GROUND FOR FEDERAL PROGRAMS. (JS)

ED013219 SE002776
REPORT ON THE ORGANIZATION FOR ECONOMIC COOPERATION AND DEVELOPMENT'S SYMPOSIUM ON THE APPLICATION OF OPERATIONS ANALYSIS TO EDUCATIONAL PROBLEMS (OSLO, SEPTEMBER 28-30, 1966). OCT66, 7P.

PROCEEDINGS FROM A 1966 CONFERENCE OF THE ORGANIZATION FOR ECONOMIC COOPERATION AND DEVELOPMENT ON THE USE OF SYSTEMS ANALYSIS IN EDUCATION ARE REPORTED. PARTICIPANTS FROM EUROPE AND THE UNITED STATES CONSIDERED THE APPLICATION OF QUANTITATIVE METHODS AND TECHNOLOGICAL DEVELOPMENTS TO EDUCATIONAL PROBLEMS. THEY AGREED--(1) THAT THE TECHNIQUES HAVE POTENTIAL CONTRIBUTIONS TO EDUCATIONAL INNOVATION AND CHANGE, BOTH FOR THE DIRECT MEASUREMENT OF LEARNING PROGRESS, AND FOR THE OVERALL ANALYSIS OF THE EDUCATIONAL SYSTEM, (2) THAT THE ESTABLISHMENT OF EDUCATIONAL RESEARCH AND DEVELOPMENT PILOT PROJECTS WITH THE OPERATIONS ANALYSIS APPROACH SHOULD BE INVESTIGATED, AND (3) THAT THE ORGANIZATION FOR ECONOMIC COOPERATION AND DEVELOPMENT SHOULD KEEP ALL MEMBER COUNTRIES INFORMED OF DEVELOPMENTS FOR LATER REVIEW. TOPICS FOR DISCUSSION DURING A PROPOSED 1967 CONFERENCE ARE LISTED. (AG)

ED013230 SP001092
RESEARCH UNITS IN LOCAL SCHOOL SYSTEMS. JUL65,
DOCUMENT NOT AVAILABLE FROM EDRS.

QUESTIONNAIRE RESPONSES PROVIDING INFORMATION ABOUT ADMINISTRATIVE STRUCTURE, STAFFING, AND DUTIES OF RESEARCH UNITS WERE RECEIVED FROM 108 OF 130 SCHOOL SYSTEMS HAVING A RESEARCH UNIT. MOST UNITS ARE DIVISIONS OR DEPARTMENTS, WITH DIRECTORS REPORTING TO A SUPERINTENDENT. ONLY 28 UNITS DEVOTE FULL TIME TO RESEARCH. FIFTY SEVEN ARE ALSO INVOLVED IN TESTING, GUIDANCE, PUBLIC INFORMATION, STATISTICS, PLANNING, AND DATA PROCESSING. STAFF SIZE AND BUDGET ARE BASED ON RESPONSIBILITY AND SIZE OF SYSTEM. SIZE HAS LESS EFFECT THAN EXPECTED--THE SMALLEST STAFFS SPENT HALF TO THREE-FOURTHS TIME IN RESEARCH. FIFTY-TWO PERCENT OF THE UNITS CONDUCT SURVEYS FOR OTHER DEPARTMENTS IN THE SYSTEM AS A MAJOR RESPONSIBILITY, 42 PERCENT LIST IT AS MINOR, AND 6 PERCENT DO NOT ENGAGE IN SUCH SURVEYS. ABOUT 30 OTHER DUTIES ARE LISTED. THOSE CITED BY MORE THAN ONE UNIT ARE DEVELOPMENT OF A RESEARCH LIBRARY, PROCESSING REQUESTS FOR PUBLIC LAW 874 AND STATE FUNDS, SALARY SCHEDULES, TEACHER CERTIFICATION AND RETIREMENT, AND PUBLICITY. OF 102 UNITS, 47 SPEND LESS THAN HALF TIME ON RESEARCH, WHILE 77 SPEND LESS THAN HALF TIME ON SURVEYS AND EXPERIMENTAL STUDIES. DOCUMENT AVAILABLE AS ERSC 5, FOR $2.00 FROM NEA, 1201 16TH ST., N.W., WASHINGTON, D.C. 20036. (AF)

ED013281 UD004021
A COST-EFFECTIVENESS MODEL FOR THE ANALYSIS OF TITLE I ESEA PROJECT PROPOSALS, PART I-VII. 09DEC66, 124P.

SEVEN SEPARATE REPORTS DESCRIBE AN OVERVIEW OF A COST-EFFECTIVENESS MODEL AND FIVE SUBMODELS FOR EVALUATING THE EFFECTIVENESS OF ELEMENTARY AND SECONDARY ACT TITLE I PROPOSALS. THE DESIGN FOR THE MODEL ATTEMPTS A QUANTITATIVE DESCRIPTION OF EDUCATION SYSTEMS WHICH MAY BE PROGRAMED AS A COMPUTER SIMULATION TO INDICATE THE IMPACT OF A TITLE I PROJECT ON THE SCHOOL, THE STUDENTS, AND THE COMMUNITY. THE OVERALL COST-EFFECTIVENESS MODEL FOCUSES ON CHANGES IN STUDENT ACHIEVEMENT, ATTITUDINAL AND ENVIRONMENTAL FACTORS INFLUENCING ACHIEVEMENT, AND SOCIAL BEHAVIORS AND COMMUNITY IMPACTS OF IMPROVED ACHIEVEMENT IN THE DISADVANTAGED. THE FIVE SUBMODELS COMPRISING THE OVERALL MODEL ARE--(1) SCHOOL, AND (2) INSTRUCTIONAL PROCESS, (3) COMMUNITY INTERACTIONS, (4) COSTS, AND (5) COST-EFFECTIVENESS. THE SCHOOL SUBMODEL REPRESENTS THE PROCESS IN WHICH FOUR STUDENT TYPES (WHITE AND NONWHITE WITH FAMILY INCOMES ABOVE AND BELOW $2,000) AND EDUCATION RESOURCES (TEACHERS, EQUIPMENT, ETC.) ARE CONVERTED INTO BETTER-EDUCATED INDIVIDUALS. THE INSTRUCTIONAL PROCESS SUBMODEL INDICATES THE STUDENT ACHIEVEMENT AND ATTITUDE CHANGES RESULTING FROM TITLE I PROGRAMS. THE COMMUNITY INTERACTIONS SUBMODEL ESTIMATES THE IMPACT ON SEVEN COMMUNITY VARIABLES OF CHANGES IN THE EDUCATIONAL SYSTEM DUE TO TITLE I PROGRAMS. THE COST SUBMODEL ACCOUNTS FOR BOTH THE DIRECT AND INDIRECT COSTS OF TITLE I PROGRAMS. THE EFFECTIVENESS SUBMODEL ANALYZES THE OUTPUT OF THE RESULTS OF THE OTHER SUBMODELS. ONE OF THESE SEVEN REPORTS DESCRIBES THE OFFICE OF EDUCATION COST-EFFECTIVENESS SIMULATION. (JL)

ED013287 UD004641
RECONNECTION FOR LEARNING, A COMMUNITY SCHOOL SYSTEM FOR NEW YORK CITY. BUNDY, MCGEORGE; AND OTHERS, 67, 127P.

THIS REPORT (THE BUNDY REPORT) PROPOSES A PLAN FOR THE DECENTRALIZATION OF THE NEW YORK CITY SCHOOL SYSTEM WHICH WOULD ALLOW FOR GREATER COMMUNITY INVOLVEMENT IN SCHOOL POLICY-MAKING AND FOR EDUCATIONAL INNOVATION AND ADMINISTRATIVE FLEXIBILITY. TO ACHIEVE THESE GOALS THE REPORT RECOMMENDS THAT THE SCHOOL SYSTEM BE REORGANIZED INTO A FEDERATION OF 30 TO 60 LARGELY AUTONOMOUS COMMUNITY SCHOOL DISTRICTS AND A CENTRAL EDUCATIONAL AGENCY. THE LOCAL DISTRICTS, WHICH WOULD SERVE BETWEEN 12,000 AND 40,000 PUPILS, WOULD BE RESPONSIBLE FOR ALL "REGULAR" EDUCATION WITHIN THEIR BOUNDARIES AND WOULD BE GOVERNED BY LOCAL BOARDS COMPOSED OF DISTRICT RESIDENTS CHOSEN BY PARENTS AND THE MAYOR. THE BOARDS WOULD RECEIVE ANNUAL ALLOCATIONS OF OPERATING FUNDS TO BE USED AT THEIR DISCRETION, PROVIDED THAT STATE EDUCATIONAL STANDARDS AND UNION CONTRACT TERMS WERE MET. THE LOCAL BOARDS WOULD DETERMINE THEIR OWN PERSONNEL POLICIES BUT WOULD PRESERVE ALL TENURE RIGHTS OF EXISTING PERSONNEL. THE CENTRAL AGENCY, COMPOSED OF EITHER THREE FULL-TIME MAYORAL APPOINTEES OR A BOARD MADE UP OF MEMBERS NOMINATED BY THE COMMUNITY SCHOOL DISTRICTS, WOULD HAVE AUTHORITY OVER SPECIAL EDUCATIONAL FUNCTIONS AND CITYWIDE POLICIES, WOULD PROVIDE SPECIFIED CENTRALIZED SERVICES, AND WOULD BE RESPONSIBLE FOR ADVANCING RACIAL INTEGRATION. THE STATE EDUCATION COMMISSIONER WOULD RETAIN HIS RESPONSIBILITY FOR MAINTAINING EDUCATIONAL STANDARDS AND ASSURING THAT INTEGRATION IS BEING FOSTERED AND FOR OVERSEEING THE TRANSITION TO THE COMMUNITY SCHOOL SYSTEM, WHICH WOULD TAKE EFFECT IN 1969. A DRAFT OF THE LEGISLATIVE ACT TO CREATE THE COMMUNITY SCHOOL SYSTEM IS INCLUDED. (NH)

ED013288 UD004790
TOWARD CREATING A MODEL URBAN SCHOOL SYSTEM--A STUDY OF THE WASHINGTON, D.C. PUBLIC SCHOOLS. SEP67, 598P.

EXTENSIVELY REPORTED ARE THE FINDINGS AND RECOMMENDATIONS OF A COMPREHENSIVE 15-MONTH STUDY OF THE WASHINGTON, D.C., PUBLIC SCHOOLS. SUCH A SURVEY, IT IS FELT, WILL HELP TO CREATE A MODEL URBAN SCHOOL SYSTEM WHICH WILL OFFER PUPILS QUALITY EDUCATION DIFFERENTIATED TO MEET THEIR INDIVIDUAL NEEDS. THIRTY-THREE SPECIALIZED TASK FORCES COLLECTED DATA ON ALL ASPECTS OF THE SCHOOL SYSTEMS--PUPIL POPULATION, PROFESSIONAL STAFF, INSTRUCTIONAL PROGRAM, MATERIALS, ADMINISTRATION AND ORGANIZATION, SERVICES, PLANT, RESOURCES, FINANCES, COMMUNITY RELATIONSHIPS, AND WORK WITH NONSCHOOL AGENCIES. THE STUDY COMMITTEE FOUND AMONG OTHER THINGS THAT (1) SCHOOL GROUPING PROCEDURES WERE BOTH ABUSED AND ABUSIVE, (2) THE SCHOOL SYSTEM WAS BECOMING RAPIDLY RESEGREGATED, (3) CURRICULUMS WERE NOT PARTICULARLY ADAPTED TO AN URBAN POPULATION, AND (4) ACADEMIC ACHIEVEMENT WAS SUBSTANDARD. AMONG THE RECOMMENDATIONS FOR INSTRUCTIONAL ORGANIZATION ARE PROPOSALS THAT THE CITYWIDE TRACKING SYSTEM BE ABOLISHED AND THAT PRESCHOOL EDUCATION BECOME A REGULAR SCHOOL SYSTEM POLICY. RECOMMENDATIONS FOR SCHOOL INTEGRATION INCLUDE SUGGESTIONS THAT EXPERIMENTAL METROPOLITAN SCHOOL PARKS BE ESTABLISHED AND THAT THERE BE BETTER RACIAL BALANCE OF STUDENTS AND FACULTIES IN EXISTING SCHOOLS. IT IS ALSO SUGGESTED THAT THERE BE COMMUNITY SCHOOLS WHICH WOULD OFFER SERVICES BASED ON NEIGHBORHOOD NEEDS AND THAT TEACHERS AND PRINCIPALS OF INDIVIDUAL SCHOOLS SHOULD BE LARGELY RESPONSIBLE FOR CURRICULUM REDEVELOPMENT. RECOMMENDATIONS ARE ALSO MADE FOR CHANGES IN STAFFING PRACTICES, BUDGET POLICIES, PUPIL AND WELFARE SERVICES, AND VOCATIONAL, ADULT, AND CONTINUING EDUCATION, AMONG OTHERS. (LB)

ED013307 VT001384
PRIVATE VOCATIONAL SCHOOLS IN NORTH DAKOTA. WALDRIP, LYNN; AND OTHERS, NOV66, 34P.

A SURVEY OF ALL PRIVATELY OWNED VOCATIONAL SCHOOLS IN NORTH DAKOTA WAS MADE TO DETERMINE THE EDUCATIONAL OPPORTUNITIES OFFERED BY THESE SCHOOLS. THE 16 INCLUDED ONE BARBER, EIGHT HAIRSTYLING, ONE DATA PROCESSING, ONE MECHANICAL, AND FIVE BUSINESS SCHOOLS. DATA WERE OBTAINED ON AGES OF STUDENTS, PERCENT WORKING WHILE ATTENDING SCHOOL, TYPES OF FINANCIAL ASSISTANCE PROVIDED BY THE SCHOOLS, ENROLLMENT CRITERIA, TYPE OF TRAINING AND TIME REQUIRED, TUITION, PERCENT OF STUDENTS WHO COMPLETED TRAINING, PERCENT PLACED ON JOBS BY SCHOOL, BEGINNING WAGE OF GRADUATES, CITIES WHERE MAJORITY OF STUDENTS FIND WORK AFTER GRADUATION, PERCENT OF STUDENTS REMAINING ON INITIAL JOB OVER TWO YEARS, SCHOOLS WITH FOLLOWUP PROGRAMS FOR EVALUATING CURRICULUM, AND DATE OF LAST FOLLOWUP. ENROLLMENT FROM 1962-63 TO 1965-66 INCREASED AS FOLLOWS -- (1) BARBER, 24 TO 25, (2) HAIRSTYLING, 243 TO 493, (3) BUSINESS, 1,328 TO 1,446, (4) DATA PROCESSING, ZERO TO 230, (5) MECHANICAL, 230 TO 365, AND (6) TOTAL, 1,825 TO 2,559. (PS)

ED013370 AA000222
THE FEASIBILITY OF COST/EFFECTIVENESS ANALYSIS FOR TITLE 1, PUBLIC LAW 89-10. FINAL REPORT. 31JAN66, 178P.

THIS DOCUMENT REPORTS AN INVESTIGATION ON THE FEASIBILTY OF COST EFFECTIVENESS TECHNOLOGY AS IT MAY BE APPLIED TO DECISIONS ABOUT MONEY SPENT ON EDUCATION. THE AUTHORS BELIEVE THAT IT IS FEASIBLE TO APPLY A SUITABLY MODIFIED VERSION OF COST/EFFECTIVENESS TECHNOLOGY TO MATTERS OF EDUCATIONAL EXPENDITURE. THE FOLLOWING PREREQUISITIES ARE LISTED WHICH SHOULD BE MET FOR EVALUATION EFFORTS TO BE SUCCESSFUL--(1) THE EVALUATION SHOULD NOT BE GEARED TO THE CALENDAR, BUT TO THOSE PERIODS OF TIME IN WHICH EDUCATIONAL OBJECTIVES CAN REASONABLY BE EXPECTED TO BE REACHED, (2) THE SCHOOL BUILDING, NOT TITLE I PROJECTS, SHOULD CONSTITUTE THE NATURAL UNIT FOR EVALUATION, (3) EMPHASIS SHOULD BE PLACED ON THE OUTCOMES OF AN EDUCATIONAL ACTIVITY RATHER THAN UPON DETAILS OF THE ACTIVITY, AND TO ILLUSTRATE, THE EFFECT OF AN EDUCATIONAL ACTIVITY DEPENDS ON WHAT THE CHILD ACTUALLY LEARNS, NOT ON WHAT THE TEACHER INTENDED TO TRANSMIT, AND (4) THE EVALUATION EFFORT MUST TAKE COGNIZANCE OF THE CHARACTERISTICS OF THE PUPIL, WHICH CONSTITUTE A VERY REAL PART OF HIS OWN LEARNING ENVIRONMENT. (TC)

ED013427 AC001519
TRAINING TYPIST IN THE INDUSTRIAL ENVIRONMENT, AN EVALUATIONAL REPORT.
DOCUMENT NOT AVAILABLE FROM EDRS.

THE NATIONAL ASSOCIATION OF MANUFACTURERS (NAM) HELD FOUR TYPING LABORATORIES IN 1965 AND 1966 AT NAM HEADQUARTERS (NEW YORK CITY), COLLEGE LIFE INSURANCE COMPANY (INDIANAPOLIS), CHEMICAL BANK NEW YORK TRUST COMPANY (NEW YORK CITY), AND PACIFIC TELEPHONE AND TELEGRAPH COMPANY (SAN FRANCISCO) TO DEVELOP A SYSTEM OF TRAINING TYPISTS WITHIN THE INDUSTRIAL ENVIRONMENT. RESULTS SHOWED THAT IF THE TRAINEES WANTED TO LEARN TO TYPE AND HAD A MINIMAL EDUCATIONAL LEVEL (COULD READ AND SPELL AT ABOVE A SIXTH-GRADE LEVEL), THEY COULD BE BROUGHT TO AN EMPLOYABLE SKILL LEVEL IN ABOUT 35 TO 45 DAYS AT A VERY LOW TRAINING COST, SINCE THE MIND PROGRAM IS ALMOST COMPLETELY AUTOMATED. IF TRAINEES WERE BELOW SIXTH-GRADE LEVEL, THEY HAD TO UNDERGO A COURSE IN BASIC COMMUNICATION SKILLS BEFORE BEGINNING THE TYPING PROGRAM. STATISTICAL DATA ON THE TRAINEES INCLUDING PRE- AND POST-TEST RESULTS, IMPROVEMENT IN SPEED AND ACCURACY, NUMBER OF DAYS IN THE PROGRAM, AND EMPLOYMENT OR DROPOUT INFORMATION WERE TABULATED. THIS DOCUMENT IS AVAILABLE FROM THE NATIONAL ASSOCIATION OF MANUFACTURERS, 277 PARK AVENUE, NEW YORK CITY 10017. (AJ)

ED013428 AC001520
TRAINING TYPISTS IN THE INDUSTRIAL ENVIRONMENT--PRELIMINARY REPORT OF A PROTOTYPE SYSTEM OF SIMULTANEOUS, MULTILEVEL, MULTIPHASIC AUDIO PROGRAMMING. MAY66,
DOCUMENT NOT AVAILABLE FROM EDRS.

IN 1965 TEN NEGRO AND PUERTO RICAN GIRLS BEGAN CLERICAL TRAINING IN THE NATIONAL ASSOCIATION OF MANUFACTURERS (NAM) TYPING LABORATORY I (TEELAB-I), A PILOT PROJECT TO DEVELOP A SYSTEM OF TRAINING TYPISTS WITHIN THE INDUSTRIAL ENVIRONMENT. THE INITIAL SYSTEM, AN ADAPTATION OF GREGG AUDIO MATERIALS TO A MACHINE TECHNOLOGY, TAUGHT ACCURACY, SPEED BUILDING, JOB SIMULATION, FILING, SPELLING, AND PRODUCTION WORK. TEELAB-I TOOK THE NOVICE TO OVER 40 WORDS PER MINUTE IN EIGHT WEEKS AND COULD BE ADMINISTERED BY ANY TYPIST. BASED ON A TEN-STUDENT CLASS, THE COST PER TRAINEE WAS $8.00 PER WEEK FOR LEASING THE EQUIPMENT, TYPEWRITER RENTAL, BOOKS, SUPPLIES, AND ADMINISTRATION TIME. IN 1966, A TAPE-BASED SYSTEM WITH A FOUR-CHANNEL SIMULTANEOUS PLAYBACK OF TYPING INSTRUCTION ON FOUR SKILL LEVELS WAS DESIGNED FOR USE IN TEELABS II AND III, CAPABLE OF FM RADIO BROADCASTS IN WHICH SIMULTANEOUS FOUR-CHANNEL TRANSMISSIONS COULD BE MADE ON SUB-CARRIERS WHILE THE STATION CARRIED ITS REGULAR PROGRAM SCHEDULE. SUCH TECHNIQUES COULD LEAD TO COST REDUCTIONS BY MAKING TRAINING AVAILABLE TO LARGE NUMBERS OF TRAINEES. THIS DOCUMENT IS AVAILABLE FROM THE NATIONAL ASSOCIATION OF MANUFACTURERS, 277 PARK AVENUE, NEW YORK CITY 10017. (AJ)

ED013476 CG000971
EVALUATION STRATEGIES FOR ESEA TITLE I PROJECTS. MAR67, 9P.

PROJECT AND PROGRAM EVALUATION REPRESENT TWO BROAD STRATEGIES FOR EVALUATION. PRODUCT EVALUATION OF A PROJECT DETERMINES THE EXTENT TO WHICH OBJECTIVES ARE ACHIEVED. THE EVALUATOR'S ATTENTION IS FOCUSED ON CHANGE IN THE TARGET PUPIL OR SCHOOL ON A PRE-PROJECT TO A POST-PROJECT BASIS. IN THEIR EVALUATION OF THE ELEMENTARY AND SECONDARY EDUCATION ACT, CONGRESS IS INTERESTED IN THE TYPES OF EVIDENCE PRODUCED THROUGH PRODUCT EVALUATION. PROCESS EVALUATION MONITORS PROJECT CONDITIONS TO MAKE THE PROJECT MORE EFFICIENT OR BETTER. PROGRAM EVALUATION IS AN ASSESSMENT OF THE CHANGES WHICH ARE THE OUTCOMES OF INTERACTIONS AMONG PROJECTS OR TREATMENTS. PROGRAM EVALUATION ASSESSES NOT ONLY CHANGE IN TARGET PUPILS OR SCHOOLS, BUT ALSO, TOTAL IMPACT. PROGRAM EVALUATION IMPLIES THAT ATTENTION TO OVER-ALL BAROMETERS OF EDUCATIONAL HEALTH MIGHT CAPTURE SIDE EFFECTS. NO ATTEMPT IS MADE TO ANALYZE HOW OR WHY CHANGES OCCUR. THIS MODEL SUGGESTS THAT THE SCHOOL SHOULD BE AN EVALUATION UNIT TO DETECT POSSIBLE FALLOUT EFFECTS. RESULTS OF THE IMPLEMENTATION OF THIS STRATEGY IN CINCINNATI ARE DISCUSSED. THIS SPEECH WAS PRESENTED AT THE AMERICAN PERSONNEL AND GUIDANCE ASSOCIATION CONVENTION (DALLAS, TEXAS, MARCH, 1967). (PS)

ED013478 EA000555
THE STATUS AND FUNCTIONS OF THE LOCAL SCHOOL BUSINESS ADMINISTRATOR. NOV66, 58P.

INFORMATION REGARDING TITLE AND STATUS, RESPONSIBILITIES, PERSONNEL SUPERVISION, SALARIES, QUALIFICATIONS, AND JOB DESCRIPTIONS OF SCHOOL BUSINESS ADMINISTRATORS WAS OBTAINED FROM INDIVIDUAL SCHOOL SYSTEMS THROUGHOUT THE COUNTRY. THE INFORMATION WAS RECEIVED FROM 239 OF THE 274 QUESTIONNAIRES. THIS CIRCULAR IS ALSO AVAILABLE FROM EDUCATIONAL RESEARCH SERVICE, 1201 SIXTEENTH STREET, N.W., WASHINGTON, D.C. 20036, 56 PAGES, $1.25. (HW)

ED013479 EA000572
IMPLICATIONS FOR EDUCATION OF PROSPECTIVE CHANGES IN SOCIETY, REPORTS PREPARED FOR THE AREA CONFERENCE (2D, SALT LAKE CITY, OCTOBER 24-26, 1966). MORPHET, EDGAR L.; RYAN, CHARLES O., JAN67, 335P.

AT A CONFERENCE IN SALT LAKE CITY, UTAH, OCTOBER 24-26, 1966, SPONSORED BY EIGHT ROCKY MOUNTAIN STATES, SIXTEEN PAPERS AND FOUR SUPPLEMENTARY STATEMENTS WERE GIVEN BY EDUCATIONAL AUTHORITIES TO DEFINE PROSPECTIVE CHANGES IN SOCIETY BY 1980 AND TO CONSIDER THEIR IMPLICATIONS FOR EDUCATION. FACTORS INFLUENCING EDUCATIONAL CHANGE INCLUDE POPULATION INCREASE, IMPROVED COMMUNICATIONS FACILITIES AND PROCEDURES, POPULATION MOBILITY, STEADILY RISING ECONOMIC PRODUCTION, INCREASE IN SIZE OF WORK FORCE AND KINDS OF OCCUPATIONS, AND IDEOLOGICAL CONFLICT. STRUCTURAL IMPLICATIONS REQUIRE REVISIONS OF THE LOCAL SCHOOL DISTRICT, THE NATIONAL EDUCATIONAL PROGRAM, THE FINANCIAL BASE OF EDUCATION, THE STATE DEPARTMENT OF EDUCATION, AND AN EXPANSION OF RESEARCH AND DEVELOPMENT IN EDUCATION. CURRICULUM AREAS NEEDING REVIEW ARE OUTLINED AND ORGANIZATIONAL INNOVATIONS ARE SUGGESTED. OTHER CONSIDERATIONS INCLUDE--(1) SELF-RENEWING MECHANISMS TO INSURE AN EFFECTIVE EDUCATIONAL PROGRAM FOR ACHIEVING THE GOALS OF A SINGLE SCHOOL, (2) THE SOCIAL AND PSYCHOLOGICAL CONDITIONS OF LEARNING, (3) COMPENSATORY EDUCATION, (4) VOCATIONAL EDUCATION, (5) COMMUNITY COLLEGES, (6) ADULT AND CONTINUING EDUCATION, (7) COLLEGE AND UNIVERSITY RELATIONSHIPS, (8) LEADERSHIP AND CONTROL OF THE AMERICAN SCHOOL SYSTEM, (9) PERSONNEL POLICIES AND PRACTICES, (10) LOCAL EDUCATIONAL ORGANIZATION AND ADMINISTRATION, (11) THE STATE'S RESPONSIBILITIES FOR EDUCATION, AND (12) THE DEVELOPMENT OF POLITICAL COMPETENCE THROUGH EDUCATION. COPIES OF THIS DOCUMENT ARE ALSO AVAILABLE FROM DESIGNING EDUCATION FOR THE FUTURE, 1362 LINCOLN STREET, DENVER, COLORADO 80203, UNTIL SUPPLY IS EXHAUSTED. (JK)

ED013483 EA000714
BARRIERS TO CHANGE IN PUBLIC SCHOOLS. FEB65, 16P.

THREE FACTORS INFLUENCING THE SLOW CHANGE FACILITY OF EDUCATION ARE EXAMINED. (1) THE EDUCATIONAL SYSTEM LACKS A PROFESSIONAL INNOVATOR. COUNTY AND STATE LEVELS OF PUBLIC EDUCATION LARGELY CONFINE THEIR ROLE TO REGULATION AND NEGLECT THE ADVOCATION OF CHANGE. ON THE LOCAL LEVEL, THE SCHOOL SUPERINTENDENT IS EXPECTED TO OPERATE BOTH AS A CENTRAL PART OF HIS UNIT AND AS THAT UNIT'S AGENT OF CHANGE. (2) INADEQUATE RESEARCH, EXPERIMENTATION, AND DEVELOPMENT OF EDUCATIONAL INNOVATIONS RESULT IN A LACK OF KNOWLEDGE ABOUT NEW EDUCATIONAL PRACTICES. THIS DEFICIENCY MAY BE RECTIFIED IN THE FUTURE BY THE ESTABLISHMENT OF FEDERALLY FUNDED EDUCATIONAL RESEARCH, DEVELOPMENT, AND DISSEMINATION CENTERS AT MAJOR UNIVERSITIES. (3) PUBLIC SCHOOLS, SINCE THEY PROVIDE AN INDISPENSABLE SERVICE, ARE PROTECTED, CARED FOR, AND ASSURED OF CONTINUED EXISTENCE IN THE MANNER OF A "DOMESTICATED" ANIMAL. CONSEQUENTLY, THEY EXPERIENCE LITTLE NEED FOR OR INTEREST IN CHANGE. EARLIER RESEARCH FINDINGS BY THE LATE PAUL MORT SUGGESTED THAT INNOVATIONS ARISE DIRECTLY IN PROPORTION TO PER-CHILD EXPENDITURE IN THE SCHOOL DISTRICT. NEW DATA, HOWEVER, REJECT ANY RELATIONSHIP BETWEEN ADOPTION OF EDUCATIONAL INNOVATIONS AND EXPENDITURE PER CHILD, STRESSING RATHER THE IMPORTANCE OF SCHOOL ADMINISTRATORS IN THE INNOVATING PROCESS. THE COMPLETE DOCUMENT, "CHANGE PROCESSES IN THE PUBLIC SCHOOLS," IS AVAILABLE FROM THE CENTER FOR THE ADVANCED STUDY OF EDUCATIONAL ADMINISTRATION, UNIVERSITY OF OREGON, EUGENE, OREGON 97403, FOR $2.00. (SS)

ED013491 EA000792
COST-EFFECTIVENESS--SOME TRENDS IN ANALYSIS. MAR67,
DOCUMENT NOT AVAILABLE FROM EDRS.

THREE METHODS OF COST-EFFECTIVENESS ARE DISCUSSED--USE OF COMPUTERS, MATHEMATICS, AND EXPERTISE. THE USE OF EXPERTISE IS EMPHASIZED. THE DISCUSSION ON EXPERTISE JUDGMENT IS BASED ON PAPERS BY O. HELMER, WHICH ILLUSTRATE THE DELPHI METHOD OR CYBERNETIC ARBITRATION. ALTHOUGH COMPUTER AND MATHEMATICAL ANALYSIS (PARTICULARLY GAME THEORY) ARE BECOMING INCREASINGLY SIGNIFICANT IN COST-EFFECTIVENESS ANALYSIS, IT IS THE AUTHOR'S OPINION THAT FOR COMPLEX QUESTIONS, INTUITION AND JUDGMENT MUST CONTINUE TO SUPPLEMENT SYSTEMATIC ANALYSIS. THIS PAPER WAS PREPARED FOR PRESENTATION DURING THE SHORT COURSE, "COST EFFECTIVENESS, THE ECONOMIC EVALUATION OF ENGINEERED SYSTEMS" (UNIVERSITY OF CALIFORNIA, LOS ANGELES, MARCH 27-31, 1967) AND IS AVAILABLE AS AD 650 129 FROM CLEARINGHOUSE FOR FEDERAL SCIENTIFIC AND TECHNICAL INFORMATION, CAMERON STATION, SPRINGFIELD, VIRGINIA 22314, FOR $3.00 HC, $0.65 MF. (HW)

ED013494 EA000811
ORIGIN AND HISTORY OF PROGRAM BUDGETING. OCT66,
DOCUMENT NOT AVAILABLE FROM EDRS.

THE ORIGIN AND HISTORICAL DEVELOPMENT OF PROGRAM BUDGETING, WHICH IS CURRENTLY APPLIED TO ALL THE EXECUTIVE OFFICES AND AGENCIES OF THE UNITED STATES GOVERNMENT, IS TRACED. IT WAS RECOGNIZED AND APPLIED AS EARLY AS 1924 BY INDUSTRY, UTILIZED AS PART OF THE WARTIME CONTROL SYSTEM IN 1942, AND IS USED TODAY BY THE DEPARTMENT OF DEFENSE. THIS IS A TRANSCRIPTION OF A TALK FILMED FOR THE COURSES SPONSORED BY THE U.S. BUREAU OF THE BUDGET AND THE U.S. CIVIL SERVICE COMMISSION FOR ORIENTATION AND TRAINING IN THE PLANNING-PROGRAMING-BUDGETING SYSTEM, AND IS AVAILABLE AS AD 641 442 FROM CLEARINGHOUSE FOR FEDERAL SCIENTIFIC AND TECHNICAL INFORMATION, CAMERON STATION, SPRING-

FIELD, VIRGINIA 22314, FOR $1.00 HC, AND $0.50 MF. (HW)

ED013500 EA000862
SCHOOL SUBMODEL FOR LARGE URBAN SCHOOLS. 21JUN67, 18P.

A SUBMODEL OF THE MODEL DEVELOPED IN TECHNICAL NOTE 24, "URBAN EDUCATION SYSTEMS ANALYSIS," (A TOTAL DECISIONMAKING PROCEDURE FOR THE ALLOCATION OF RESOURCES FOR LARGE EDUCATIONAL FACILITIES) IS FURTHER SPECIFIED. THE SCHOOL SUBMODEL IS CONCERNED WITH THE DEFINITION OF THE BASIC INPUT DATA REPRESENTING EDUCATIONAL POLICY ON FACILITIES, STAFF, AND PROGRAMS. THE OBJECTIVE OF THIS PAPER IS THE SPECIFICATION OF THESE INPUTS, THEIR INTERRELATIONSHIPS, AND THE PRESENTATION OF THE DATA IN THE FORM NECESSARY FOR THE LATER EVALUATION OF COSTS AND EFFECTIVENESS. FOUR TYPES OF INFORMATION ARE GENERATED FROM THE MODEL FOR USE IN EDUCATIONAL POLICY--(1) FACILITY REQUIREMENTS IN TERMS OF TOTAL SCHOOL PLANT SIZE AND FUNCTIONAL SPACE ALLOCATION, (2) STAFFING REQUIREMENTS BY NUMBER AND OCCUPATIONAL CATEGORIES, (3) SPECIAL PROGRAM REQUIREMENTS IN TERMS OF STAFF AND SPACE, AND (4) STAFF AND SPACE IMPLICATIONS OF SCHEDULING MODIFICATIONS. (HW)

ED013501 EA000865
THE EQUALIZING IMPACT OF STATE AID TO EDUCATION. JUN67, 27P.

THE STATE AID TO EDUCATION PROGRAMS IN KENTUCKY, MISSOURI, AND TENNESSEE ARE INVESTIGATED WITH RESPECT TO THEIR COMPENSATION FOR DIFFERENCES IN THE ABILITY OF LOCAL SCHOOL DISTRICTS TO SUPPORT EDUCATION. A HYPOTHETICAL AID FORMULA WAS USED AS A STANDARD AGAINST WHICH TO MEASURE THE PRESENT EQUALIZATION SCHEMA IN EACH OF THE THREE STATES. KENTUCKY WAS FOUND TO DO A BETTER JOB OF DISTRIBUTING FUNDS TO EQUALIZE FOR DIFFERENCES IN ABILITY TO PAY THAN WERE MISSOURI OR TENNESSEE. THE BASIC REASONS FOR THE DIFFERENCES IN THE THREE PROGRAMS LIE IN THE PROPORTION OF THE EDUCATIONAL PROGRAM WHICH MUST BE FINANCED LOCALLY AND THE SHARE OF STATE AID WHICH MUST BE DISTRIBUTED WITHOUT REGARD TO ECONOMIC ABILITY. STATE AID WAS FOUND TO DISCRIMINATE AGAINST URBAN AREAS IN ALL THREE STATES. THIS WAS EXPECTED BECAUSE OF THE GREATER RELUCTANCE OF RURAL AREAS EXPERIENCING OUTMIGRATION TO FINANCE THE EDUCATION OF STUDENTS WHO WILL NOT CONTRIBUTE TO THE COMMUNITY. (HW)

ED013502 EA000869
STRENGTHENING STATE DEPARTMENTS OF EDUCATION. CAMPBELL, ROALD F.; AND OTHERS, JUN67,
DOCUMENT NOT AVAILABLE FROM EDRS.

MAJOR FINDINGS OF A SUMMER SEMINAR HELD AT THE UNIVERSITY OF CHICAGO IN 1966 DEFINE CURRENT ISSUES RELATED TO STATE DEPARTMENTS OF EDUCATION (SDE) AND LEAD TO 23 RECOMMENDATIONS FOR STRENGTHENING THESE DEPARTMENTS SO THAT THEY MAY BE EFFECTIVE PARTNERS IN THE GOVERNMENT OF EDUCATION. SDE'S ARE EVALUATED WITH RESPECT TO FIVE MAJOR ACTIVITIES--OPERATIONAL, REGULATORY, SERVICE, DEVELOPMENTAL (IMPROVEMENT OF SERVICES), AND PUBLIC SUPPORT AND COOPERATION. FAILURE OF SDE'S TO ACHIEVE OPTIMUM RESULTS IS DUE TO INADEQUATE FINANCIAL SUPPORT, LACK OF AGREEMENT ON METHOD, NEED FOR PERSONNEL, AND ORGANIZATIONAL INERTIA. SPECIAL ASPECTS OF THE STUDY INCLUDE--(1) HISTORICAL DEVELOPMENTS AND CURRENT STATUS OF SDE'S, (2) SELECTED CHARACTERISTICS OF SDE'S (3) BACKGROUND AND CAREER PATTERNS OF STATE DEPARTMENT PERSONNEL, (4) STATE POWER AND LOCAL DECISIONMAKING IN EDUCATION, (5) THE IMPACT OF TITLE V ON SDE'S, AND (6) THE EMERGING ROLE OF SDE'S. DATA SUPPORTING THE STUDY WERE OBTAINED FROM INTERVIEWS OF 116 PROFESSIONAL PERSONNEL, RESPONSES OF 39 CHIEF STATE SCHOOL OFFICERS TO A QUESTIONNAIRE ON USE OF TITLE V FUNDS, AND AN ANALYSIS OF THREE STATE DEPARTMENTS OF EDUCATION, SMALL, MEDIUM, AND LARGE. THIS DOCUMENT IS AVAILABLE FROM THE MIDWEST ADMINISTRATION CENTER, THE UNIVERSITY OF CHICAGO, 5835 SOUTH KIMBARK AVENUE, CHICAGO, ILLINOIS 60637. (JK)

ED013516 EC000573
EDUCATING THE HIGHLY ABLE, A POLICY STATEMENT. FLICKINGER, GENEVA E.; AND OTHERS, DEC62, 52P.

THE DOCUMENT CONSTITUTES A POLICY STATEMENT FOR USE IN MARYLAND SCHOOLS. HIGH ABILITY IS REGARDED AS INCLUSIVE AND IS MANIFESTED BY HIGH INTELLIGENCE, AND/OR CREATIVITY, LEADERSHIP, AND SKILLED PERFORMANCE IN MOTOR AREAS. TEACHERS AND COUNSELORS ARE ASSIGNED A KEY ROLE IN IDENTIFYING THE HIGHLY ABLE. STANDARDIZED TESTS ARE ACKNOWLEDGED AS THE MOST EFFICIENT SINGLE INSTRUMENT FOR IDENTIFICATION, ALTHOUGH CAUTIONS ARE ENUMERATED FOR THEIR USE. SUGGESTIONS FOR PLANNING LEARNING EXPERIENCES TO FOSTER SELF EXPRESSION, EFFECTIVE COMMUNICATION, THE USE OF SPECIAL ABILITIES, BREADTH AND DEPTH OF THE LEARNING EXPERIENCE, SELF DIRECTION, AND DESIRABLE SELF CONCEPTS ARE PRESENTED. THE ROLES OF THE TEACHER, PRINCIPAL, AND SOME VIEWS ON ADMINISTRATIVE ARRANGEMENTS ARE DESCRIBED. THE LIBRARY IS PAID SPECIAL ATTENTION AS AN IMPORTANT CENTER OF LEARNING. A STATEMENT OF GUIDING PRINCIPLES FOR THE SCHOOL AND THE STATE DEPARTMENT OF EDUCATION IS GIVEN. THE GUIDELINES FOR ACTION INCLUDE RECOMMENDATIONS THAT THE SCHOOL SYSTEMS APPOINT PROGRAM COORDINATORS, AND THAT STEERING COMMITTEES PROMOTE EDUCATION PLANNING FOR THE HIGHLY ABLE. THIS DOCUMENT IS THE MARYLAND SCHOOL BULLETIN, VOLUME 39, NUMBER 1. (RM)

ED013527 EF000026
COST MODEL FOR LARGE URBAN SCHOOLS. 26APR67, 26P.

THIS DOCUMENT CONTAINS A COST SUBMODEL OF AN URBAN EDUCATIONAL SYSTEM. THIS MODEL REQUIRES THAT PUPIL POPULATION AND PROPOSED SCHOOL BUILDING ARE KNOWN. THE COST ELEMENTS ARE--(1) CONSTRUCTION COSTS OF NEW PLANTS, (2) ACQUISITION AND DEVELOPMENT COSTS OF BUILDING SITES, (3) CURRENT OPERATING EXPENSES OF THE PROPOSED SCHOOL, (4) PUPIL TRANSPORTATION COSTS, (5) INSTRUCTIONAL EQUIPMENT COSTS, AND (6) DEBT SERVICE COSTS. VARIABLES CITED THAT DETERMINE CONSTRUCTION COSTS OF NEW SCHOOLS ARE ADMINISTRATION COSTS, SPACE PER PUPIL, TOTAL PUPILS, AND THE SQUARE FOOT COST. FROM EVIDENCE PRESENTED, THE ASSUMPTION THAT LARGER SCHOOL PLANTS COST LESS PER PUPIL CANNOT BE SUPPORTED. QUANTITY RATHER THAN QUALITY OF BUILDING WAS CONSIDERED. LAND COSTS ARE DETERMINED BY COST PER ACRE, LAND NEEDED FOR TYPE OF SCHOOL, LAND NEEDED PER PUPIL, AND TOTAL NUMBER OF PUPILS. CURRENT OPERATING COSTS ARE ESTIMATED FROM SALARY LEVEL AND NUMBER OF STAFF, EDUCATIONAL LEVEL AND NUMBER OF PUPILS, AND TEACHER-PUPIL RATIO. TRANSPORTATION EXPENSES ARE DETERMINED FROM EQUIPMENT COST, MAINTENANCE AND STORAGE COST, PUPILS TRANSPORTED, EFFECTIVE CAPACITY OF BUS PER MILE COST OF OPERATION, BUS SPEED, AND PUPIL COLLECTION TIME. INSTRUCTIONAL EQUIPMENT COSTS ARE DETERMINED FROM PURCHASE AND MAINTENANCE COSTS, AND NUMBER OF PUPILS USING EQUIPMENT. DEBT SERVICE COSTS ARE ESTIMATED FROM CONSTRUCTION, BUS, EQUIPMENT, LAND PURCHASE, INTEREST VARIABLES, AND AMORTIZATION SCHEDULE. (JZ)

ED013528 EF000027
URBAN EDUCATION SYSTEMS ANALYSIS. CLARK, STEPHEN C.; AND OTHERS, 20JAN67, 16P.

ANALYSIS OF URBAN EDUCATIONAL SYSTEMS MAY BE ACHIEVED BY USE OF AN ANALYTICAL MODEL. THE MODEL MAY BE USED IN DECISION-MAKING REGARDING SCHOOL LOCATION, ENROLLMENT, FACILITIES, ORGANIZATION, PROGRAMS AND COSTS. KNOWN DATA SUCH AS MONIES AVAILABLE, STAFF ALLOCATION, AND CURRENT SCHOOL PLANT ARE INTRODUCED INTO THE MODEL. IN THE STRUCTURE OF THE MODEL--(1) AN INITIAL INVESTMENT POLICY (BUILDING) IS PROPOSED BY THE ADMINISTRATOR. THE PROPOSAL IS RELATED TO (2) AN URBAN SUBMODEL WHICH COMBINES PUPIL POPULATION, LOCATION,TRANSPOR TRANSPORTATION NEEDS, AND SOCIO-ECONOMIC CHARACTERISTICS OF THE COMMUNITY, (3) SCHOOL SUBMODEL WHICH DESCRIBES THE SCHOOL PROGRAM, SITE SPECIFICATIONS AND DEVELOPMENT PLANS, STAFF SPECIFICATIONS, AND SPACE AND EQUIPMENT PROVISIONS PER PUPIL BY INSTRUCTIONAL AREA, AND (4) COST SUBMODEL WHICH HELPS TO ESTIMATE ACCURATELY TOTAL PER PUPIL EXPENDITURE FOR REMODELING EXISTING FACILITIES COMPARED TO NEW SITE AND CONSTRUCTION PROPOSALS, PER PUPIL TRANSPORTATION EXPENDITURES, AND CURRENT OPERATION COSTS. IN AN INTERACTION SUBMODEL (5), SUBMODELS (2), (3), AND (4) ARE SUMMED. SUBMODEL (6) EVALUATES BENEFITS AND COSTS PER PUPIL IN RELATION TO EDUCATIONAL OBJECTIVES, CAUSING EXAMINATION SUBMODEL (7), THROUGH FEEDBACK, TO ALTER THE ORIGINAL PROPOSAL (1), JUSTIFYING, MODIFYING, OR ELIMINATING THE INITIAL INVESTMENT POLICY. (BD)

ED013536 EM000483
WASHINGTON COUNTY CLOSED-CIRCUIT TELEVISION REPORT. 87P.

THE INSTRUCTIONAL POTENTIAL OF TELEVISION WAS EVALUATED FROM 1956 TO 1961 IN THE WASHINGTON COUNTY, MD., SCHOOL SYSTEM. ALL GRADES AND ALL COURSES WERE INVOLVED. TELEVISED INSTRUCTION WAS MADE INTEGRAL TO THE COURSES, BUT IT DID NOT OCCUPY A MAJOR PART OF THE SCHOOL DAY. 45 SCHOOLS WERE LINKED IN A CLOSED-CIRCUIT TELEVISION NETWORK. SIX DIFFERENT LESSONS COULD BE BROADCAST SIMULTANEOUSLY TO OVER 800 SETS. LESSONS WERE TRANSMITTED, MOSTLY LIVE, FROM A TELEVISION CENTER WITH 5 STUDIOS. A TEACHING TEAM CONSISTED OF THE STUDIO TEACHER AND THE CLASSROOM TEACHER, WHO PREPARED STUDENTS FOR THE TELEVISED LESSON AND LED DISCUSSION AFTER IT. A SUBJECTIVE AND OBJECTIVE EVALUATION PROGRAM WAS CONDUCTED BY INTERVIEW, QUESIONNAIRE, AND EXAMINATION. STUDENT ACHIEVEMENT IN BASIC SUBJECT AREAS WAS MEASURED, NOTING DIFFERENCES BETWEEN ACHIEVEMENT IN URBAN AND RURAL SCHOOLS. AFTER 5 YEARS IT WAS FOUND THAT THE CURRICULUM HAD BEEN IMPROVED AND ENLARGED AT A PRACTICABLE COST. A MAJORITY OF STUDENTS AND TEACHERS LIKED TELEVISED INSTRUCTION. TABULATED RESULTS OF STUDENT ACHIEVEMENT IN MATHEMATICS, SCIENCE, SOCIAL STUDIES, ENGLISH, ART, MUSIC AND FRENCH GENERALLY FAVORED STUDENTS WHO HAD RECEIVED TELEVISED INSTRUCTION FOR A LONGER PERIOD OVER STUDENTS RECEIVING LESS OR NO TELEVISED INSTRUCTION. THE PROJECT WAS NOT CONDUCTED AS A FORMAL EXPERIMENT. (MS)

ED013550 FL000169
FOREIGN LANGUAGES IN PUBLIC SECONDARY SCHOOLS, A NATIONAL SURVEY, FALL 1959. INTERIM REPORT. 63, 33P.

AN INTERIM SURVEY DESIGNED TO SUPPLY STATISTICAL DATA TO ANYONE INVOLVED IN PLANNING AND EVALUATING FOREIGN LANGUAGE PROGRAMS IN SECONDARY SCHOOLS IS PRESENTED IN THIS REPORT. FOREIGN LANGUAGE ENROLLMENTS BY PERCENT OF HIGH SCHOOL POPULATION, BY LANGUAGES, AND BY LANGUAGE LEVELS ARE TABULATED. FOREIGN LANGUAGE OFFERINGS ARE LISTED

ACCORDING TO THE NUMBER OF SCHOOLS, THE VARIOUS LANGUAGES TAUGHT, AND THE LEVELS AT WHICH THEY ARE TAUGHT. OTHER INFORMATION RELATED TO FOREIGN LANGUAGE PROGRAMS INCLUDES DATA ON FREQUENCY OF INSTRUCTION, CLASS SIZE, REQUIREMENTS FOR ADMISSION, EXTENT OF FOREIGN LANGUAGE SEQUENCE, LANGUAGE LEVELS IN COMBINATION, LANGUAGE VARIETY AND FREQUENCY, AND LANGUAGE DISTRIBUTION IN SCHOOLS. REPORTS ARE INCLUDED ON THE NUMBER OF SCHOOLS FOLLOWING COURSE GUIDES, THOSE MAKING USE OF LANGUAGE LABORATORIES, THE DISTRIBUTION OF TEACHERS, AND THE NUMBER OF SCHOOLS WITH AVAILABLE CONSULTATIVE SERVICES. STATISTICS ON COURSES IN GENERAL LANGUAGE AND THE NUMBER OF SEVENTH- AND EIGHTH-GRADE CHILDREN STUDYING FOREIGN LANGUAGES ARE ALSO INCLUDED IN THE STUDY. (OC)

ED013564 FL000341
FOREIGN LANGUAGE ENROLLMENTS IN SEVENTH-DAY ADVENTIST AND CATHOLIC PAROCHIAL SECONDARY SCHOOLS, FALL, 1959. JUL61, 18P.

THIS ENROLLMENT SURVEY OF FOREIGN LANGUAGE STUDY IN RELIGIOUS SECONDARY SCHOOLS IS THE COMPANION PIECE TO FIVE OTHERS CONDUCTED BY THE MODERN LANGUAGE ASSOCIATION IN THE FALL TERM OF 1959, THE TERM SELECTED AS THE NORM FOR FUTURE CALCULATIONS. THE INTRODUCTORY SURVEY OF THE GROSS NATIONAL PICTURE WITH AN ANALYSIS OF ATTRITION AMONG FOREIGN LANGUAGE STUDENTS IS FOLLOWED BY A STUDY OF INFORMATION PROVIDED BY 47 SEVENTH-DAY ADVENTIST SECONDARY SCHOOLS FOR ENROLLMENT IN GRADES 9 TO 12 AND BY 1,463 CATHOLIC PAROCHIAL SECONDARY SCHOOLS, SOME OF WHICH COVERED GRADES 7 TO 12. DATA ARE GIVEN WITH BREAKDOWN BY MODERN FOREIGN LANGUAGE ENROLLMENT AS COMPARED WITH TOTAL FOREIGN LANGUAGE ENROLLMENT, BY INDIVIDUAL LANGUAGE, AND BY LEVEL. SUMMARY TABLES PROVIDE STATISTICS ON EACH LANGUAGE, BY STATE AND BY COURSE LEVEL, AND INCLUDE TOTAL STUDENT ENROLLMENT FOR EACH GRADE LEVEL. THIS DOCUMENT APPEARED AS "FL BULLETIN NUMBER 64" OF THE MLA, JULY 1961. (SS)

ED013571 FL000366
THE FOREIGN LANGUAGE PROGRAM IN WASHOE COUNTY AND THE UNIVERSITY OF NEVADA. MAY65, 55P.

THIS DETAILED ANALYSIS OF THE IMPORTANT ASPECTS OF LANGUAGE LEARNING AND TEACHING IN THE WASHOE COUNTY PUBLIC SCHOOLS AND THE UNIVERSITY OF NEVADA RESULTED FROM A SURVEY CONDUCTED BY AN EXPERIENCED LANGUAGE TEACHER. USING DATA GLEANED FROM QUESTIONNAIRES DISTRIBUTED TO THE UNIVERSITY FOREIGN LANGUAGE STUDENTS AND INFORMATION GATHERED FROM CLASS VISITATIONS, CONFERENCES WITH ADMINISTRATORS AND TEACHERS, ATTENDANCE AT DEPARTMENTAL MEETINGS, AND INTERVIEWS WITH PARENTS AND STUDENTS, THE REPORT CONSIDERS AND ANALYZES SUCH SUBJECTS AS ENROLLMENT TRENDS, STUDY SEQUENCE, PROGRAM ARTICULATION, DROPOUTS, AND TEACHER QUALIFICATIONS. FOLLOWING AN EVALUATION OF ENROLLMENT, LANGUAGE LABORATORIES, AND MECHANICAL AIDS, THERE IS A DETAILED APPRAISAL OF THE EFFECTIVENESS, IN NEVADA SCHOOLS, OF THE AUDIOLINGUAL METHOD, INCLUDING AN EXTENSIVE DISCUSSION OF BASIC ISSUES AND SUGGESTED PROGRAM IMPROVEMENTS. IN THE APPENDIXES ARE COPIES OF THE QUESTIONNAIRES, COMMENTS FROM UNIVERSITY STUDENTS, AND STATISTICS ABOUT THE FOREIGN LANGUAGE DEPARTMENT AT THE UNIVERSITY. (AB)

ED013589 FL000484
HIGH SCHOOL ENROLLMENTS IN LATIN, 1964-65. MAY66, 5P.

A MODERN LANGUAGE ASSOCIATION (MLA) STATISTICAL SURVEY SHOWS THE NUMBER OF STUDENTS STUDYING FRENCH, SPANISH, GERMAN, OR LATIN IN THE SECONDARY SCHOOLS DURING EACH SCHOOL YEAR FROM 1958-59 TO 1964-65, THE PERCENTAGE STUDYING EACH LANGUAGE IN RELATION TO THE TOTAL HIGH SCHOOL POPULATION, AND THE PERCENTAGE STUDYING LATIN IN RELATION TO THE TOTAL FOREIGN LANGUAGE ENROLLMENT. THE DATA REVEAL A CONTINUOUS DECLINE IN THE STUDY OF LATIN IN THE HIGH SCHOOLS, AS COMPARED TO THE STUDY OF THE OTHER THREE LANGUAGES, AND POINTS TO, AMONG OTHER THINGS, A LACK OF UNDERSTANDING AMONG STUDENTS, EDUCATORS, AND PARENTS OF THE CULTURAL VALUES OF CLASSICAL STUDIES FOR THE ENGLISH-SPEAKING STUDENT. WHAT IS STRONGLY URGED IS THE KIND OF NATION-WIDE "PUBLIC RELATIONS" PROGRAM THAT THE MLA LAUNCHED IN 1952 ON BEHALF OF MODERN FOREIGN LANGUAGE STUDY. THIS ARTICLE WAS PUBLISHED IN "THE CLASSICAL WORLD," VOLUME 59, NUMBER 9, MAY 1966. (GJ)

ED013673 RC000212
REPORT AND RECOMMENDATIONS OF THE CONSULTATION ON SERVICES TO CHILDREN IN THE EAST COAST MIGRANT STREAM, (LAKE BYRD CONFERENCE CENTER, AVON PARK, FLORIDA, FEBRUARY 1-3, 1965). 01FEB65, 42P.

ONE HUNDRED PARTICIPANTS REPRESENTING FOURTEEN EAST COAST STATES WERE INVITED TO A CONFERENCE ON SERVICES TO CHILDREN IN THE EAST COAST MIGRANT STREAM. THE KEYNOTE SPEAKER EXPRESSED CONCERN FOR THE SOUTHERN WORKERS WHO MIGRATE TO THE EASTERN SEABOARD, AND SUGGESTED A COORDINATION OF SERVICES TO PROVIDE EDUCATION, HEALTH, SECURITY, JOBS, SOCIAL STATUS, AND PERSONAL CREATIVE DEVELOPMENT FOR THESE PEOPLE. A PANEL OF MIGRANT WORKERS STATED THAT SPECIFIC IMPROVEMENTS WERE NEEDED IN HOUSING, SALARIES, RECREATIONAL FACILITIES, DAY CARE SERVICES, EDUCATIONAL FACILITIES, AND THE NUMBER OF TEACHERS AND SCHOLARSHIPS AVAILABLE. ANOTHER PANEL, REPRESENTING A CROSS SECTION OF COMMUNITY AND PRIVATE AGENCIES, INDICATED THAT A LACK OF COMMUNICATION AND COMMUNITY SUPPORT IN PROVIDING SERVICES WERE THE MAJOR PROBLEMS ENCOUNTERED BY THESE AGENCIES. A THIRD PANEL, REACTING TO THE TWO PREVIOUS PANELS, CONCLUDED THAT BETTER PLANNING OF SERVICES WAS NEEDED. REPORTS AND RECOMMENDATIONS WERE PRESENTED FROM INTEREST AND WORK GROUPS AND THE CONFERENCE CONCLUDED WITH A RECOMMENDATION THAT SEVERAL PROGRAM GUIDES BE SUBMITTED TO THE OEO. (JS)

ED013768 SP000061
COOPERATION IN STUDENT TEACHING. MAY64,
DOCUMENT NOT AVAILABLE FROM EDRS.

TO SURVEY SCHOOL SYSTEM PRACTICES REGARDING STUDENT TEACHERS, A QUESTIONNAIRE WAS SENT TO 402 SCHOOL SYSTEMS ENROLLING 12,000 OR MORE PUPILS. USABLE REPLIES WERE RECEIVED FROM 266 (66 PERCENT) OF THE SYSTEMS, AND REPLIES ARE RECORDED IN TABLES, WITH SAMPLE STATEMENTS, EVALUATION SHEETS, AND LISTS OF STUDENT TEACHING GUIDES AND HANDBOOKS INCLUDED IN AN APPENDIX. DEFINITIONS OF STUDENT TEACHING AND COOPERATING TEACHER ARE OFFERED, AS WELL AS DISCUSSIONS OF INSERVICE TRAINING, SUPERVISORY LOAD, GRADING THE STUDENT TEACHER, TEACHER COMPENSATION, STUDENT TEACHER ORIENTATION, AND FINANCIAL ARRANGEMENTS. GENERAL OBSERVATIONS ARE THAT (1) MOST OF THE PUBLIC SCHOOL SYSTEMS WITH 12,000 OR MORE ENROLLMENT ARE ENGAGED IN TRAINING LARGE NUMBERS OF PROSPECTIVE TEACHERS, AND (2) THERE IS LITTLE UNIFORMITY IN THIS ENTERPRISE. DOCUMENT AVAILABLE FROM PUBLISHER. (AF)

ED013772 SP000758
TEACHERS--THEIR ORGANIZATIONS AND ASPIRATIONS. 66,
DOCUMENT NOT AVAILABLE FROM EDRS.

THIS REVIEW OF NEW DEVELOPMENTS IN THE FIELD OF TEACHER ORGANIZATIONAL ACTIVITY IS DESIGNED TO INFORM SCHOOL DISTRICT LEADERS OF FACTORS AFFECTING RELATIONSHIPS WITH TEACHING STAFFS. RECENT ACTIVITIES OF VARIOUS TEACHERS' ORGANIZATIONS (PARTICULARLY THOSE OF THE NATIONAL EDUCATION ASSOCIATION AND THE AMERICAN FEDERATION OF TEACHERS) ON BEHALF OF SALARIES, FRINGE BENEFITS, AND WORKING CONDITIONS ARE DOCUMENTED. INTER- AND INTRA-ORGANIZATION RIVALRIES FOR RECOGNITION AND BARGAINING STATUS AND THE EFFORTS OF PHI DELTA KAPPA TOWARD A MERGER OF TEACHERS' ORGANIZATIONS ARE POINTED OUT. THE "RITUALISTIC" FOCUS BY TEACHERS' ORGANIZATIONS ON SMALLER CLASSES AND HIGHER SALARIES AND THE RESISTANCE OF TEACHERS TO EDUCATIONAL CHANGES IS MENTIONED. AS A BARGAINING POINT, SCHOOL DISTRICT LEADERS ARE ADVISED TO "DEMAND" TEACHER SUPPORT FOR EDUCATIONAL CHANGES AND NOT TO YIELD ADMINISTRATIVE AND DECISION-MAKING PREROGATIVES. DOCUMENT AVAILABLE FROM PUBLISHER, 2201 WILSON BLVD., ARLINGTON, VA. (RP)

ED013785 SP001274
OUR SHORT-CHANGED CITY SCHOOLS. 26SEP67, 14P.

THE PRESENT INEQUITIES IN FINANCING URBAN EDUCATION ARE ATTRIBUTABLE TO (1) THE HIGH COST OF PUBLIC SERVICE IN THE CITY AS COMPARED TO OTHER AREAS, WHICH RESULTS IN CITIES SPENDING MORE PER CITIZEN THAN THE CORRESPONDING SUBURBAN AREAS, AND LESS PER CITIZEN ON EDUCATION, (2) THE FACT THAT PRESENT STATE FORMULAS OF AID TO LOCAL SCHOOL DISTRICTS WERE ORIGINALLY DESIGNED TO REDUCE THE DISPARITY BETWEEN A STATE'S WELL FINANCED URBAN SCHOOLS AND ITS MONEY-STARVED SCHOOLS ELSEWHERE, AND (3) THE FACT THAT URBAN SCHOOLS ARE MORE EXPENSIVE TO BUILD AND OPERATE (INCLUDING THE COST OF SUPPLEMENTAL SERVICES FOR THE MANY DEPRIVED CHILDREN FOUND IN HIGHER PROPORTION IN THE CITIES). FEDERAL AID HAS BEEN SLOW IN COMING, BUT BREAKTHROUGHS HAVE BEEN ACHIEVED IN RECENT YEARS THROUGH CONGRESSIONAL PROGRAMS. HOWEVER, THE STATES MUST RECOGNIZE THE NEED TO CHANGE DISTRIBUTION FORMULAS SO THAT THE CITIES GET A LARGER PER-PUPIL SHARE, WHICH WOULD REQUIRE ADDITIONAL STATE FUNDS FOR ALL SCHOOLS. FUNDS FOR BETTER TEACHER EDUCATION MUST ALSO BE ALLOCATED, AND THE NEW EDUCATION PROFESSIONS DEVELOPMENT ACT WILL HELP. IN ADDITION, THE CITIES MUST CHANGE THEIR PLANNING AND POLICY SO THAT THE EDUCATION THEY PROVIDE WITH NEW FUNDS IS DESIGNED TO SERVE THE SPECIAL NEEDS OF THE PUPILS THEY HAVE NOW. PAPER PRESENTED AT ANNUAL CONFERENCE OF NATIONAL ASSOCIATION OF STATE BOARDS OF EDUCATION (NEW YORK, SEPT. 26, 1967). (LC)

ED013799 SP001316
STRATEGIES FOR INSTRUCTIONAL CHANGE--PROMISING IDEAS AND PERPLEXING PROBLEMS. 66, 13P.

SUPERVISION, BECAUSE IT COVERS A MULTIPLICITY OF TASKS PERFORMED IN NO FIXED LOCUS, ITS ALMOST IMMUNE TO SYSTEMATIC EVALUATION. ELABORATE DESCRIPTIVE STUDIES ARE NEEDED (POSSIBLY REPLICATIONS OF EDUCATIONAL ADMINISTRATION STUDIES) ON SUCH TOPICS AS RESISTANCE TO CHANGE AND SUPERVISOR-SUPERVISOR RELATIONSHIPS. THEORETICAL MODELS AND CONCEPTS WHICH CAN BE BORROWED FROM THE BEHAVIORAL SCIENCES AND ADAPTED TO INSTRUCTIONAL CHANGE INCLUDE--(1) PROGRAMMING CONCEPTS FOR WORKSHOP OR LABORATORY DESIGN, (2) SIMULATION TECHNIQUES, (3) A ROGERIAN MODEL OF PSYCHOTHERAPY AND

LEARNING, (4) GROUP THERAPY AND ROLE PLAYING, (5) A CONCEPTION OF SCHOOL AND CLASSROOM PROGRAMS AS SOCIAL SYSTEMS (ROLE OF CHANGE AGENTS, DIFFUSION OF INNOVATIONS, ACCULTURATION PROCESS, STUDIES OF HUMAN VALUES), AND (6) THE ECONOMIC CONCEPTION OF ORGANIZATIONAL LIFE AS A FLOW OF RESOURCES (INCLUDING HUMAN ONES). RESISTANCE OF SUPERVISION TO CHANGE IS SEEN AS RELATED TO (A) THE ABSENCE OF RECOGNIZED CHANGE AGENTS IN THE SCHOOL, (B) THE DIFFICULTY OF EFFECTING CHANGE IN PEOPLE, (C) THE BUREAUCRATIC NATURE OF SCHOOL ADMINISTRATION, WHICH IS GEARED ALMOST EXCLUSIVELY TO MAINTENANCE, NOT CHANGE. PAPER REPRINTED FROM RATHS, JAMES AND LEEPER, ROBERT R. (EDS.), "THE SUPERVISOR--AGENT FOR CHANGE IN TEACHING," ASCD PUBLICATION, WASH., D.C. (AF)

ED013843 UD002977
PROBLEMS OF SCHOOL DECENTRALIZATION IN NEW YORK CITY. FEB67. 5P.

DEMANDS FOR GREATER COMMUNITY INVOLVEMENT IN AND LOCAL CONTROL OF PUBLIC SCHOOLS ARE BECOMING INCREASINGLY INSISTENT. IN SEVERAL OF NEW YORK CITY'S SCHOOL DISTRICTS LOCAL BOARDS HAVE TAKEN THE INITIATIVE TO HEIGHTEN THEIR EFFECTIVENESS AND POWERS, BUT THEY AND OTHERS DISAGREE ABOUT DEFINITION OF DECENTRALIZATION AND WAYS TO IMPLEMENT IT. AN EFFECTIVE PLAN MUST CLARIFY (1) SELECTION PROCEDURES FOR LOCAL SCHOOL BOARDS, (2) WAYS TO APPOINT THE LOCAL SUPERINTENDENT, (3) BUDGET QUESTIONS, (4) DEPLOYMENT OF PERSONNEL, AND (5) SCHOOL DISTRICT BOUNDARIES. WIDESPREAD COMMUNITY REPRESENTATION ON LOCAL BOARDS IS ONE WAY TO HAVE LOCAL LOYALTY AND PROBLEMS BETTER REFLECTED IN THE SCHOOLS. A TYPICAL 11-MEMBER GROUP MIGHT INCLUDE FIVE PARENTS, TWO TEACHERS, THREE COMMUNITY ORGANIZATION REPRESENTATIVES, AND ONE ELECTED LOCAL OFFICIAL. THE DISTRICT SUPERINTENDENT SHOULD BE CHOSEN BY THE CRITERIA OF LOCAL SELECTION, FOCUS OF HIS LOYALTIES, ACCOUNTABILITY AND ABILITY TO DEVELOP COMMUNITY INVOLVEMENT. LUMP SUM APPROPRIATIONS WOULD AID LOCAL PLANNING FOR BUDGET ALLOCATIONS AND LOCAL CONTROL OVER THE DEVELOPMENT OF STAFF. SUCH BUDGET CONTROL IS THE SINGLE MOST IMPORTANT WAY TO RESPOND TO COMMUNITY INTEREST AND TO ENCOURAGE INNOVATION AND PROVIDE FLEXIBILITY. PRACTICAL DECENTRALIZED BOUNDARIES MIGHT BE DERIVED FROM EDUCATIONAL PARKS, STRENGTHENING THE PRESENT 31 SCHOOL DISTRICTS OR REORGANIZING THEM INTO 15 NEW AREAS, OR FROM CREATING FIVE NEW BOROUGH-WIDE DIVISIONS. THIS ARTICLE WAS PUBLISHED IN "THE URBAN REVIEW," VOLUME 2, FEBRUARY 1967. (NH)

ED013853 UD004095
PUPIL, STAFF, AND EDUCATIONAL FACILITY CHARACTERISTICS ASSOCIATED WITH PUBLIC LAW 89-10 TITLE I PROJECTS IN IOWA. INTERIM REPORT, 1 JUNE 1966-31 MAY 1967. 67, 288P.

THIS DETAILED FOUR-PART REPORT ASSESSES THE FIRST YEAR OF COMPENSATORY EDUCATION PROJECTS ESTABLISHED IN IOWA UNDER TITLE I OF THE 1965 ELEMENTARY AND SECONDARY EDUCATION ACT. OVER 95 PERCENT OF IOWA'S SCHOOL DISTRICTS, MANY OF THEM IN RURAL AREAS, PARTICIPATED IN THE PROJECT. THE MOST SIGNIFICANT SHORTCOMING OF THE LOCAL PROJECTS WAS THEIR LACK OF INVOLVEMENT AT THE PRESCHOOL AND EARLY ELEMENTARY LEVELS. DURING THE FIRST YEAR READING REMEDIATION WAS THE PRINCIPAL OBJECTIVE OF MOST OF THE LOCAL PROJECTS, BUT IT IS HOPED THAT IN THE SECOND YEAR THEY WILL PURSUE A GREATER VARIETY OF PROGRAMS. THE 60 PROJECTS WHICH STATED CURRICULUM CHANGE AS A MAJOR GOAL AVERAGED 6.06 CHANGES. THE SALARIES PAID TO PROJECT ADMINISTRATORS AND TEACHERS WERE SLIGHTLY LOWER THAN THOSE PAID TO THEIR NONPROJECT COUNTERPARTS. AS COMPARED WITH A SAMPLE OF NONPROJECT PUPILS, TITLE I PUPILS HAD A LOWER LEVEL OF ACHIEVEMENT, LOWER ASPIRATIONS AND EXPECTATIONS, AND POORER SCHOOL ATTENDANCE. THE CHIEF INSTRUMENTS USED TO COMPARE THESE TWO GROUPS WERE THE IOWA TESTS OF EDUCATIONAL DEVELOPMENT, THE IOWA TESTS OF BASIC SKILLS, AND THE IOWA PUPIL INVENTORY. AN ATTEMPT WAS ALSO MADE TO ANALYZE THE INTERACTIONS OF PUPILS, TEACHERS, AND EDUCATIONAL PROGRAMS IN TERMS OF ACHIEVEMENT, ATTENDANCE, AND CHANGE IN ASPIRATION, TO FIND SIGNIFICANT PREDICTORS TO EVALUATE TITLE I PROJECTS. THE COMPLETE ANALYSIS OF THIS IMFORMATION WILL APPEAR IN THE FINAL REPORT. (LB)

ED013863 UD004317
COMPENSATORY EDUCATION IN THE EQUALIZATION OF EDUCATIONAL OPPORTUNITY--A SUMMARY EVALUATION OF COMPENSATORY EDUCATION, SOME MODELS FOR ITS IMPROVED APPLICATION AND SOME PROJECTED COSTS OF THEIR IMPLEMENTATION. A REPORT TO THE U.S. COM. ON CIVIL RIGHTS. GORDON, EDMUND W.; JABLONSKY, ADELAIDE, 17NOV67, 56P.

IN THIS REPORT TO THE COMMISSION ON CIVIL RIGHTS, THE NATURE AND IMPACT OF EXISTING COMPENSATORY EDUCATION PROGRAMS ARE EVALUATED, GENERAL CRITERIA FOR THE SUCCESS OF SUCH PROGRAMS ARE DETERMINED, AND THE COST FOR IMPLEMENTATION OF EFFECTIVE PROGRAMS IS ESTIMATED. AFTER A REVIEW OF NINE CURRENT COMPENSATORY PROGRAMS THE REPORT CONCLUDES THAT PRESENT COMPENSATORY PRACTICES DO NOT SUFFICIENTLY IMPROVE ACADEMIC ACHIEVEMENT IN DISADVANTAGED STUDENTS. HOWEVER, CONTRARY TO THE OPINIONS OF MANY, SCHOOL INTEGRATION, WHILE HIGHLY DESIRABLE, DOES NOT REALLY SOLVE THIS PROBLEM, AND DELAYING ACTION UNTIL THE SCHOOLS BECOME DESEGREGATED COMPOUNDS THE EXISTING EDUCATIONAL DEFICIENCIES OF POOR CHILDREN. WHAT IS SUGGESTED IN THIS REPORT, THEN, IS A COMPREHENSIVE MODEL FOR INTEGRATED, QUALITY EDUCATION BASED UPON TEN SPECIFIC CRITERIA FOR EFFECTIVE INSTRUCTIONAL PROGRAMS. THIS PROGRAM WOULD BEGIN WITH INTENSIVE AND EXTENSIVE EARLY CHILD CARE SERVICES, AND WOULD FOLLOW THE INDIVIDUAL THROUGH PRIMARY, ELEMENTARY, AND SECONDARY SCHOOLS. THE MODEL OPTIMALLY INCLUDES STUDENTS FROM ALL BACKGROUNDS BUT PRIMARILY POOR CHILDREN WHO CANNOT ACHIEVE ACADEMIC COMPETENCE AT EXPECTED AND NECESSARY LEVELS. THE PROGRAM INCLUDES AN EXTENDED SCHOOL DAY, WEEK, AND YEAR, AND PROVIDES SOCIAL, HEALTH, AND OTHER WELFARE SERVICES. IT ALSO PROVIDES FOR WORK EXPERIENCE AND RESIDENT CAMPING FOR OLDER YOUTH. THE ESTIMATED COST OF SUCH A PROGRAM FOR THE EXITNG 30.4 MILLION DISADVANTAGED CHILDREN ALONE IS $101 BILLION A YEAR. HOWEVER, THE EQUALIZING OF EDUCATIONAL OPPORTUNITY SEEMS NOT TO BE A NATIONAL "PRIORITY GOAL," AND THE OBTAINING OF FINANCIAL ASSISTANCE WILL NOT BE EASY. (LB)

ED013873 VT000537
A GUIDE TO THE FURTHER DEVELOPMENT OF INDUSTRIAL EDUCATION CENTERS IN NORTH CAROLINA, A REPORT OF A STUDY OF THE NORTH CAROLINA INDUSTRIAL EDUCATION CENTERS. 63, 110P.

A STATEWIDE SYSTEM FOR POST-HIGH SCHOOL PREEMPLOYMENT AND EXTENSION TRAINING IN TECHNICAL AND VOCATIONAL EDUCATION IN THE FORM OF INDUSTRIAL EDUCATION CENTERS WAS BEGUN IN 1958. THIS GUIDE INCLUDES A STATUS REPORT ON THE CENTERS, AN EXAMINATION OF THE EDUCATIONAL NEEDS THEY SHOULD MEET, AND RECOMMENDATIONS FOR THEIR FURTHER DEVELOPMENT AND IMPROVEMENT. FOUR TYPES OF PROGRAMS ARE BEING OFFERED -- TRADE AND TECHNOLOGY, MACHINE OPERATOR TRAINING, SUPERVISORY TRAINING, AND UPDATING FOR EMPLOYED ADULTS. FULL-TIME, EXTENSION, AND PART-TIME CURRICULUMS ARE OFFERED FOR TECHNICIANS, SKILLED CRAFTSMEN, TECHNICAL SPECIALISTS, AND SKILLED SPECIALISTS. INCREASED MANPOWER NEEDS SERVED AS A MAJOR BASIS FOR THE ESTABLISHMENT OF PROGRAMS FOR THE 20 CENTERS. PROGRAM ALLOCATIONS WERE BASED ON -- (1) THE GEOGRAPHICAL SPREAD OF EMPLOYMENT OPPORTUNITIES, (2) ESTABLISHED OR PLANNED PROGRAMS IN EXISTING CENTERS, (3) STUDENT POTENTIAL, AND (4) HOUSING ACCOMMODATIONS FOR STUDENTS. RECOMMENDATIONS INCLUDE -- (1) CONCENTRATION ON ADULT AND POST-HIGH SCHOOL LEVEL, (2) EXPANSION OF PROGRAMS INTO NEW FIELDS, (3) ESTABLISHMENT OF STATEWIDE COMPETENCY EXAMINATIONS, (4) INITIATION OF STUDENT RECRUITMENT PROGRAMS, AND (5) ACCREDITATION OF CURRICULUMS. EMPLOYMENT DATA FROM THE MANPOWER STUDY ARE INCLUDED. (EM)

ED013876 VT000576
TECHNICAL MANPOWER IN NEW YORK STATE. VOLUME I. PEARCE, C.A.; AND OTHERS, DEC64, 93P.

GROUPS OF TECHNICAL OCCUPATIONS ARE COMPARED IN TERMS OF CHARACTERISTICS OF EMPLOYMENT, SOURCE OF WORKERS, AND EDUCATIONAL AND EXPERIENCE REQUIREMENTS. SURVEY FINDINGS ARE GIVEN FOR EMPLOYER TRAINING PROGRAMS AND EMPLOYER VIEWS AND POLICIES ON THE UTILIZATION OF TECHNICIANS. THE SURVEY DATA WERE DERIVED FROM A SAMPLE OF 17,414 ESTABLISHMENTS LOCATED IN NEW YORK STATE, WHICH ACCOUNTED FOR 50.4 PERCENT OF THE TOTAL EMPLOYMENT OF ALL BUSINESSES, EXCLUSIVE OF AGRICULTURE, DOMESTIC SERVICE, THE MILITARY SERVICE, AND SELF-EMPLOYED. BASED ON THE SAMPLE, IT WAS ESTIMATED THAT 148,684 WORKERS WERE EMPLOYED IN TECHNICAL OCCUPATIONS BY PRIVATE INDUSTRY AND GOVERNMENT AGENCIES IN NEW YORK STATE IN 1962. DATA FOR APPROXIMATELY 200 DIFFERENT TECHNICAL OCCUPATIONS ARE GIVEN. ABOUT 14,600 ESTABLISHMENTS REPORTED HAVING EMPLOYEES IN TECHNICAL OCCUPATIONS - 3.7 PERCENT OF A TOTAL OF APPROXIMATELY 393,500 BUSINESS AND GOVERNMENT ESTABLISHMENTS IN NEW YORK STATE. CONCLUSIONS WERE -- (1) ALTHOUGH THERE IS A LARGE NUMBER OF DIFFERENT TECHNICAL OCCUPATIONS, THEY DO NOT EMPLOY MANY WORKERS, DO NOT REPRESENT A LARGE DEMAND FOR MANPOWER OR A FIELD OF MANY EMPLOYMENT OPPORTUNITIES, (2) THESE TECHNICAL JOBS, NEVERTHELESS, ARE CRITICAL TO THE INDUSTRIAL ECONOMY, (3) AS THE PACE OF AUTOMATION TECHNOLOGY QUICKENS, SOME INCREASE IN TECHNICIAN-ENGINEERING RATIOS MAY BE EXPECTED, AND (4) BOTH HIGH SCHOOLS AND POST-HIGH SCHOOL INSTITUTIONS HAVE HAD A ROLE IN EDUCATING FOR TECHNICAL OCCUPATIONS. "TECHNICAL MANPOWER IN NEW YORK STATE," SUPPLEMENT A, SUPPLEMENT B, AND VOLUME II (VT 000 577 - 000 579) ARE RELATED DOCUMENTS. (PS)

ED013877 VT000577
TECHNICAL MANPOWER IN NEW YORK STATE. VOLUME I, SUPPLEMENT A, APPENDIX TABLES. PEARCE, C.A.; AND OTHERS, DEC64, 147P.

THE 53 TABLES OF DATA COLLECTED FROM A SURVEY OF 17,414 ESTABLISHMENTS IN NEW YORK INCLUDE (1) NUMBER OF ESTABLISHMENTS WITH TECHNICAL OCCUPATIONS AND WITH ENGINEERS OR SCIENTISTS, BY INDUSTRY GROUP (INCLUDING NUMBER OF WORKERS THEY EMPLOY, NUMBER IN TECHNICAL OCCUPATIONS, AND NUMBER WHO ARE ENGINEERS AND SCIENTISTS), (2) NUMBER IN HOURLY-RATED AND IN SALARIED TECHNICAL OCCUPATIONS AND NUMBER EARNING LESS THAN TWO DOLLARS AN HOUR OR $75 A WEEK, BY OCCUPATIONAL GROUP, (3) NUMBER IN EACH DETAILED TECHNICAL OCCUPATION, BY AREA, (4) NUMBER OF UNION MEMBERS IN EACH DETAILED TECHNICAL OCCUPATION, (5) NUMBER OF VACANCIES REPORTED IN EACH TECHNICAL OCCUPATION, (6) EDUCATION REQUIRED BY EMPLOYERS IN EACH TECHNICAL OCCUPATION GROUP, (7) LICENSES AND TESTS REQUIRED BY EMPLOYERS, BY TECHNICAL OCCUPATION GROUP, AND (8) NUMBER OF ENGINEERS, SCIENTISTS, AND TEACHERS OF ENGINEERING, SCIENCE, AND TECHNOLOGY IN

EACH DETAILED OCCUPATION. "TECHNICAL MANPOWER IN NEW YORK STATE," VOLUME I, SUPPLEMENT B, AND VOLUME II (VT 000 576 - 000 579) ARE RELATED DOCUMENTS. (PS)

ED013885 VT000782
FACTORS CONTRIBUTING TO STUDENT ACHIEVEMENT. 64,
DOCUMENT NOT AVAILABLE FROM EDRS.

FACTORS WHICH MIGHT CONTRIBUTE SIGNIFICANTLY TOWARD STUDENT ACHIEVEMENT IN SELECTED TRADE AND INDUSTRIAL EDUCATION AREAS WERE EXAMINED -- WHAT IS THE BACKGROUND AND PREPARATION OF OHIO'S TEACHER IN TRADE AND INDUSTRIAL EDUCATION, IS THERE ANY RELATIONSHIP BETWEEN THE AMOUNT OF MONEY SPENT PER STUDENT AND QUALITY PROGRAMS, DO LOCAL SUPERVISORS' RATINGS DESCRIBE QUALITY PROGRAMS, WHAT ARE THE BEHAVIOR CHARACTERISTICS OF TRADE AND INDUSTRIAL EDUCATION TEACHERS, WHAT DIFFERENCES EXIST BETWEEN SPECIFIC AREAS OF THE MANY TRADE AND INDUSTRIAL PROGRAMS, AND WHAT FACTORS APPEAR TO BE SIGNIFICANT IN THE QUALITY PROGRAMS. FOUR INSTRUMENTS WERE USED TO ANSWER THESE QUESTIONS. ALL LOCAL SUPERVISORS OR PRINCIPALS OF STATE-APPROVED TRADE AND INDUSTRIAL EDUCATION PROGRAMS IN OHIO WERE SENT A PACKET OF MATERIALS WHICH INCLUDED AN EXPENDITURE ANALYSIS SHEET, TEACHER RATING SHEETS, TEACHER BACKGROUND AND PREPARATION SHEETS, AND THE OPINION, ATTITUDE, AND INTEREST SURVEY FOR EACH TRADE AND INDUSTRIAL EDUCATION TEACHER. RESPONSES WERE RECEIVED FROM 93 PERCENT OF THE SCHOOLS. SOME CONCLUSIONS WERE -- (1) THE EXPENDITURE PER STUDENT IN OHIO'S TRADE AND INDUSTRIAL PROGRAMS WAS A SIGNIFICANT CONTRIBUTOR TO STUDENT SUCCESS, (2) TEACHERS OF THE HIGH-ACHIEVING GROUPS DISPLAYED A HIGHER INTELLECTUAL CONCEPT THAN DID TEACHERS OF THE LOW-ACHIEVING GROUP, (3) TEACHERS' INDUSTRIAL EXPERIENCE IS A SIGNIFICANT POSITIVE FACTOR IN RELATION TO STUDENT ACHIEVEMENT, AND (4) TRADE AND INDUSTRIAL EDUCATION TEACHERS ARE CONSIDERABLY MORE MOTIVATED THAN THE NORMAL POPULATION. IT WAS RECOMMENDED THAT THE IN-DEPTH TRADE AREA EXPERIENCE FOR FUTURE TEACHERS SHOULD BE INCREASED AND THE TRADE AND INDUSTRIAL EDUCATION ACHIEVEMENT TESTS SHOULD BE EXPANDED. THIS DOCUMENT IS AVAILABLE FOR $1.65 FROM OHIO TRADE AND INDUSTRIAL EDUCATION SERVICE, INSTRUCTIONAL MATERIALS LABORATORY, THE OHIO STATE UNIVERSITY, 1885 NEIL AVENUE, COLUMBUS, OHIO 43210. (SL)

ED014018 AC001436
MANAGING THE INSTRUCTIONAL PROGRAMMING EFFORT. RUMMLER, GEARY A.; AND OTHERS, 67,
DOCUMENT NOT AVAILABLE FROM EDRS.

THE COMPENDIUM OF CASE HISTORIES ON THE DEVELOPMENT OF PROGRAMED INSTRUCTIONAL MATERIALS DESCRIBES ATTEMPTS BY GRADUATES OF A PROGRAMING WORKSHOP TO SOLVE MANAGEMENT DEVELOPMENT PROBLEMS IN THEIR OWN ORGANIZATIONS. AREAS OF DISCUSSION ARE--BEHAVIORAL TECHNOLOGY AND MANPOWER DEVELOPMENT, THE PROGRAMING PROCESS, CONTRACT (CUSTOM-MADE) PROGRAMS, PUBLISHED PROGRAMS, INPLANT PROGRAMING, MEANS OF INTRODUCING PROGRAMS INTO THE FIELD, APPROACHES TO PROGRAM ADMINISTRATION IN THE FIELD, DEVELOPMENT OF A PROJECT BY THE AMERICAN BANKERS ASSOCIATION, AND MAJOR VARIABLES TO BE CONSIDERED IN CHOOSING A PROGRAM SOURCE. THE OUTCOMES, BOTH SUCCESSFUL AND UNSUCCESSFUL, OF THESE EFFORTS SUGGEST THAT THE MAJOR CAUSES OF PROGRAMING FAILURES ARE ADMINISTRATIVE OR MANAGERIAL RATHER THAN TECHNICAL. (THE DOCUMENT INCLUDES CHAPTER ABSTRACTS AND REFERENCES, CHARTS AND FIGURES, AND APPENDIXES ON MANAGEMENT PRESENTATIONS, PROBLEM ANALYSIS, COST REDUCTION AND CONTROL, AND SOURCES OF BASIC INFORMATION ON PROGRAMED LEARNING.) THIS DOCUMENT IS AVAILABLE FROM THE BUREAU OF INDUSTRIAL RELATIONS, GRADUATE SCHOOL OF BUSINESS ADMINISTRATION, UNIVERSITY OF MICHIGAN, ANN ARBOR. (LY)

ED014036 AC001599
CORRESPONDENCE COURSES IN SCHOOLS. GUNBY, JENNI; JACKSON, BRIAN, 67,
DOCUMENT NOT AVAILABLE FROM EDRS.

IN A BRITISH PROJECT, 80 SCHOOLS OFFERED A SECOND CHANCE TO 381 PUPILS, BY USING CORRESPONDENCE COURSES AND TUTORIAL SERVICES FROM THE NATIONAL EXTENSION COLLEGE. THE PROGRAM INCLUDED SEPARATE OR COMBINED USE OF BROADCASTING, ON THE SPOT TEACHING, AND CORRESPONDENCE COURSES. THE COURSES WERE USED FOR--EXTENDING THE SIXTH FORM CURRICULUM, INTRODUCING NEW SUBJECTS, OFFSETTING STAFF SHORTAGES OR DEFICIENCIES, PREPARING PUPILS TO REPEAT EXAMINATIONS, TESTING NEW METHODS, AND SERVING UNUSUAL CASES OF NEED. DEFICIENCIES WERE FOUND IN THE BBC PRESENTATIONS, COURSE MATERIALS WERE NOT CLOSELY RELATED TO THE BROADCASTS, AND STUDENT EXERCISES WERE NOT SUITABLY GRADED FOR DIFFICULTY. NEVERTHELESS, THERE WAS EVIDENCE THAT THE CORRESPONDENCE METHOD, WITH CERTAIN REFINEMENTS AND SUPPORTIVE MATERIALS AND AIDS, WILL BE WIDELY ACCEPTED AS A MEANS OF SALVAGING POTENTIAL DROPOUTS, MAKING AVAILABLE NEW COURSES, AND OTHERWISE IMPROVING EDUCATIONAL OPPORTUNITIES. (ALSO INCLUDED ARE THE COURSES USED, THE PARTICIPATING SCHOOLS, TEACHERS' COMMENTS, A DISCUSSION OF THE HERMODS (SWEDEN) CORRESPONDENCE SCHOOL SCHEME AND OTHER EXPERIENCES OVERSEAS.) THIS DOCUMENT IS AVAILABLE FROM THE NATIONAL EXTENSION COLLEGE, SHAFTESBURY ROAD, CAMBRIDGE, ENGLAND. (LY)

ED014134 EA000812
THE USE OF THE DELPHI TECHNIQUE IN PROBLEMS OF EDUCATIONAL INNOVATIONS. DEC66,
DOCUMENT NOT AVAILABLE FROM EDRS.

A NUMBER OF PILOT STUDIES WERE CONDUCTED IN AN EDUCATIONAL INNOVATIONS SEMINAR HELD IN 1965 AT THE INSTITUTE OF GOVERNMENT AND PUBLIC AFFAIRS, UCLA, TO EXPLORE THE POTENTIALITIES OF APPLYING DELPHI TECHNIQUES TO PROBLEMS OF EDUCATIONAL PLANNING. THE RESPONDENTS FOR THESE EXPERIMENTS SUGGESTED SPECIFIC EDUCATIONAL INNOVATIONS AND BUDGET ALLOCATIONS FOR THESE PROPOSED INNOVATIONS. A LARGE NUMBER OF THE EDUCATIONAL INNOVATIONS LISTED FOR CONSIDERATION WERE SELECTED. IT WAS GENERALLY THOUGHT THAT TEACHER SALARIES OUGHT TO BE RAISED SUBSTANTIALLY IN ORDER TO IMPROVE THE QUALITY OF EDUCATION. LARGE-SCALE EXPLORATORY WORK AND REORGANIZATION OF INSTRUCTION AND SCHOOL PROGRAMS WERE SUPPORTED STRONGLY. ALTHOUGH THE SUBSTANTIVE FINDINGS SHOULD NOT BE WEIGHTED HEAVILY, THE APPROACH IS METHODOLOGICALLY PROMISING. THIS DOCUMENT IS AVAILABLE AS AD 644 591 FROM CLEARINGHOUSE FOR FEDERAL SCIENTIFIC AND TECHNICAL INFORMATION, CAMERON STATION, SPRINGFIELD, VIRGINIA 22314, FOR $3.00 HC, $0.65 MF. (HM)

ED014135 EA000817
THE DESIGN OF INSTRUCTIONAL SYSTEMS. NOV66,
DOCUMENT NOT AVAILABLE FROM EDRS.

A SYSTEMS APPROACH TO DESIGNING TRAINING IS DESCRIBED AND DISCUSSED, AND FACTORS BEARING ON TRAINING EFFECTIVENESS ARE CONSIDERED. AN EFFICIENT INSTRUCTIONAL SYSTEM IS ONE IN WHICH THE COMPONENTS FORM AN INTEGRATED WHOLE TO ACHIEVE MAXIMUM EFFECTIVENESS WITH THE LOWEST COST. SYSTEM COMPONENTS INCLUDE PRESENTATION MEDIA, STUDENT MANAGEMENT, TECHNIQUES FOR PRACTICING KNOWLEDGE AND PERFORMANCE, KNOWLEDGE OF RESULTS, DIRECTING STUDENT ACTIVITIES TOWARD THE TRAINING PROGRAM GOALS, AND TESTING AND EVALUATING THE SYSTEM IN TERMS OF EFFICIENCY AND COST. THIS DOCUMENT IS AVAILABLE AS AD 644 054 FROM CLEARINGHOUSE FOR FEDERAL SCIENTIFIC AND TECHNICAL INFORMATION, CAMERON STATION, SPRINGFIELD, VIRGINIA 22314, FOR $3.00 HC, $0.65 MF. (HM)

ED014143 EA000834
COSTING STUDENTS IN HIGHER EDUCATION--A CASE STUDY. A PROGRESS REPORT. AUG67, 32P.

THE UNIVERSITY OF OREGON IS THE SUBJECT OF A PILOT UNIT COST STUDY IN HIGHER EDUCATION. THE STUDY IS TO PROVIDE THE BASIS FOR A SET OF SOCIAL ACCOUNTS WHICH WILL FACILITATE INTELLIGENT ALLOCATION OF EDUCATIONAL RESOURCES. DATA FOR THE STUDY WAS OBTAINED FROM THE FALL TERM UNIVERSITY RECORDS FOR 1964 AND 1966. FOUR DIFFERENT ASPECTS OF COSTS ARE INVESTIGATED--(1) ALLOCATION OF COSTS BY TYPE OF STUDENT, (2) DISTRIBUTION OF RESOURCES AND BURDENS, (3) CHANGES IN COSTS OVER TIME, AND (4) RESOURCE ALLOCATION WITHIN A UNIVERSITY. FINDINGS INCLUDE--(1) THE AVERAGE COST PER COURSE TAKEN RISES WITH THE LEVEL OF STUDENT, (2) THERE IS GREAT VARIABILITY IN AVERAGE COST PER COURSE TAKEN BY TYPE OF STUDENT AT EACH LEVEL, (3) RELATIVE TO THEIR BURDEN, THE SCIENCES HAVE MORE AND THE SOCIAL SCIENCES FEWER RESOURCES THAN THE AVERAGE OF ALL INSTRUCTIONAL AREAS, (4) THERE IS A LACK OF FLEXIBILITY OF RESOURCES IN A UNIVERSITY, (5) "SCALE EFFECTS," "MIX EFFECTS," AND "BUDGET EFFECTS" CAN EITHER INCREASE OR DECREASE COSTS OVER TIME, AND (6) REALLOCATION OF EXISTING STAFF HAS MANY RIGIDITIES WHICH NECESSITATE MORE OPTIMUM ALLOCATIONS OF NEW FACULTY MEMBERS. THIS PILOT STUDY IS OF LIMITED SCOPE. A MORE DISAGGREGATED STUDY WHICH COVERS MORE INSTITUTIONS AND EMPLOYS A MORE SOPHISTICATED CONCEPT OF COST IS RECOMMENDED. (HW)

ED014148 EA000866
NUMBER AND SUBJECT INDEX OF SELECTED DOCUMENTS ON EDUCATIONAL ADMINISTRATION. OCT67, 92P.

DOCUMENTS IN THE EDUCATIONAL ADMINISTRATION COLLECTION ARE INDEXED BY SUBJECT AND NUMBER. PART I OF THE INDEX CONTAINS A WORD LIST COMPILED FROM INDEX TERMS GENERATED FROM THE COLLECTION DOCUMENTS. PART II IS A SEQUENTIAL LISTING OF EACH DOCUMENT WITH A COMPLETE BIBLIOGRAPHICAL CITATION FOR EACH DOCUMENT. (HM)

ED014149 EA000867
POPULATION AGE DISTRIBUTIONS AND PUBLIC EDUCATION EXPENDITURES. ALKIN, MARVIN; HENDRIX, VERNON, FEB67, 14P.

A LINEAR MODEL WAS DEVELOPED TO DETERMINE THE RELATIONSHIP BETWEEN THE AGE CHARACTERISTICS OF A COMMUNITY AND THE AMOUNT OF LOCAL PUBLIC FUNDS ALLOCATED PER PUPIL IN ELEMENTARY AND SECONDARY SCHOOLS. THE MODEL TESTED THE HYPOTHESIS THAT THE LEVEL OF LOCALLY RAISED EXPENDITURES FOR EDUCATION IN EACH STATE COULD BE PREDICTED BETTER WITH KNOWLEDGE OF THE PERCENTAGE OF EACH STATE'S TOTAL POPULATION IN EACH OF NINE AGE BRACKETS THAN WITHOUT THIS INFORMATION. THE STUDY WAS RESTRICTED TO FORTY-EIGHT STATES FOR THE YEARS 1930, 1940, 1950, AND 1960. THE INDEPENDENT VARIABLES CONSISTED OF THE PERCENT OF THE POPULATION OF EACH STATE WITHIN NINE SELECTED AGE INTERVALS FOR EACH OF THESE YEARS. THE DEPENDENT VARIABLE WAS DEFINED AS LOCALLY DERIVED CURRENT EXPENDITURES PER PUPIL IN ADA FOR ELEMENTARY AND SECONDARY SCHOOL INSTRUCTION. THE MODEL, WITH GROSS ECONOMIC CHARACTERISTIC VARIABLES AND COHORT EFFECT VARIABLES CONTROLLED, YIELDED A MULTIPLE R OF .8194. THUS, THE INDEPENDENT VARIABLES EXPLAINED ABOUT 67 PERCENT OF THE VARIANCE IN THE DEPENDENT VARIABLE. RESTRICTED MODELS WERE ALSO DEVELOPED BY OMITTING PARTICULAR VECTORS FROM THE MODEL. PUBLIC EDUCATIONAL EXPENDITURES WERE FOUND TO BE RELATED TO POPULATION AGE CHARACTERISTICS OF THE STATES. THIS PAPER WAS PRESENTED AT THE AMERICAN EDUCATIONAL

RESEARCH ASSOCIATION (NEW YORK, FEBRUARY, 1967). (HW)

ED014150 EA000871
TOWARDS AN EVALUATION MODEL--A SYSTEMS APPROACH. AUG67, 27P.

A MODEL FOR EVALUATING INSTRUCTIONAL PROGRAMS AT THE SCHOOL DISTRICT LEVEL IS DEVELOPED. THE MODEL IS BASICALLY A DISCUSSION AND AMPLIFICATION OF THE DEFINITION OF "EVALUATION." IT CONSISTS OF SIX MAIN ELEMENTS--(1) STUDENT INPUTS, (2) FINANCIAL INPUTS, (3) EXTERNAL SYSTEMS, (4) MEDIATING FACTORS, (5) STUDENT OUTPUTS, AND (6) NONSTUDENT OUTPUTS. THESE ELEMENTS ARE DISCUSSED IN A MACROSYSTEM. THE MEDIATING VARIABLES ARE, BY ASSUMPTION, THE ONLY MANIPULABLE VARIABLES IN THE SYSTEM. (HW)

ED014152 EA000875
DESIGN FOR AN ELEMENTARY AND SECONDARY EDUCATION COST-EFFECTIVENESS MODEL. VOLUME I, MODEL DESCRIPTION. VOLUME II, THE USER'S GUIDE. ABT, CLARK C.; MILLER, PETER S., 30JUN67, 231P.

A MODEL INTENDED TO PREDICT THE RELATIVE COST-EFFECTIVENESS OF ALTERNATIVE EDUCATIONAL IMPROVEMENT PROGRAMS WITHIN THE SAME SCHOOL-COMMUNITY SETTING IS DEVELOPED. THE MODEL IS AN ATTEMPT TO AID IN DECISIONS CONCERNING ALTERNATIVE PROGRAMS OF TITLE I OF THE ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965. COSTS ARE ESTIMATED FROM BUDGET ALLOCATIONS. THREE TYPES OF EDUCATIONAL EFFECTIVENESS MEASURES ARE USED--STUDENT GROUP-ORIENTED, SCHOOL-ORIENTED, AND COMMUNITY-ORIENTED. THESE ARE UTILIZED IN TERMS OF SCHOOL AND STUDENT, ACHIEVEMENT CHANGES, AND COMMUNITY, ECONOMIC, AND SOCIAL CHANGES. EACH OF THESE SETS OF PREDICTED CHANGES IS ASSOCIATED WITH THE ESTIMATED COSTS OF THE PARTICULAR PROGRAM CAUSING THOSE CHANGES, SO THAT EACH PROGRAM HAS A SET OF COST-EFFECTIVENESS OUTPUT MEASURES ASSOCIATED WITH IT. THE MODEL USES INFORMATION ABOUT THE CURRENT SCHOOL SYSTEM, THE HISTORIC PERFORMANCES OF SELECTED STUDENT SUBPOPULATIONS, THE SOCIAL AND ACADEMIC CHARACTERISTICS OF THE TARGET POPULATION, AND THE TITLE I PROPOSED CHANGES IN THE SCHOOL ENVIRONMENT. LIKELY SHORT-RANGE CHANGES IN STUDENTS' EDUCATIONAL ACHIEVEMENT AND ATTITUDES ARE THEN COMPUTED AND THE EFFECTS ON LONGER-RANGE CHANGES IN ACADEMIC ACHIEVEMENT, DROPOUT AND TRUANCY RATES, AND COMMUNITY EFFECTS ARE EXTRAPOLATED. THE OVERALL MODEL IS DIVIDED INTO FOUR PARTS--(1) COSTS (INPUTS), (2) INSTRUCTIONAL PROCESS, (3) SCHOOL FLOW, DROPOUT AND TRUANCY CALCULATIONS, COURSE OF STUDY SELECTION, AND COMMUNITY EFFECTS, AND (4) EFFECTIVENESS (OUTPUTS). (HW)

ED014184 EC000930
WHAT THE RESEARCH SAYS ABOUT TEACHING THE EDUCABLE MENTALLY RETARDED IN THE REGULAR CLASSROOM. BUTEFISH, BILL; MATTSON, BRUCE, JUL65, 73P.

THIS STUDY OF THE LITERATURE HAS AS ITS MAIN PURPOSE THE PUBLICATION OF A FUNCTIONAL TEACHING GUIDE FOR TEACHERS WITH EDUCABLE MENTALLY HANDICAPPED (EMH) STUDENTS IN REGULAR CLASSROOMS. THE GUIDE IS ORGANIZED AROUND A SERIES OF QUESTIONS--(1) WHO ARE THE EDUCABLE MENTALLY HANDICAPPED, (2) HOW CAN THEY BE IDENTIFIED AND EDUCATIONAL OBJECTIVES FORMULATED, (3) IN WHAT GENERAL WAYS CAN THE REGULAR CLASSROOM TEACHER HELP THEM, (4) WHAT ARE GENERAL AND SPECIFIC TEACHING TECHNIQUES, (5) HOW CAN PROGRESS BE EVALUATED, AND (6) WHAT FEDERAL AIDS ARE AVAILABLE. A NUMBER OF CHARACTERISTICS ARE DESCRIBED, AND TECHNIQUES AND PROCEDURES WHICH HAVE PROVED USEFUL IN TEACHING EMH CHILDREN ARE PRESENTED. A BIBLIOGRAPHY OF 45 ITEMS IS INCLUDED. (DF)

ED014194 EF000002
ARTIFICIAL LIGHTING FOR MODERN SCHOOLS, A GUIDE FOR ADMINISTRATIVE USE. REIDA, GEORGE W.; AND OTHERS, 60, 50P.

THE DEVELOPMENT OF GOOD VISUAL ENVIRONMENT AND ECONOMICALLY FEASIBLE LIGHTING INSTALLATIONS IN SCHOOLS IS DISCUSSED IN THIS GUIDE. EIGHTY PERCENT OF ALL SCHOOL LEARNING IS GAINED THROUGH THE EYES AS ESTIMATED BY THE U.S. OFFICE OF EDUCATION. GOOD SCHOOL LIGHTING IS COMFORTABLE, GLAREFREE AND ADEQUATE FOR THE VISUAL TASK. EYE STRAIN AND UNNECESSARY FATIGUE AS A RESULT OF POOR VISUAL CONDITIONS AFFECT LEARNING. SATISFACTORY LIGHTING IS MORE THAN PROVIDING RECOMMENDED LEVELS WHERE THEY ARE NEEDED. CONSIDERATION MUST ALSO BE GIVEN TO THE QUALITY OF LIGHT PROVIDING ADEQUATE AND COMFORTABLE SEEING CONDITIONS FOR EVERY TYPE OF SCHOOL ACTIVITY. FOUR FACTORS THAT AFFECT VISION ARE--(1) SIZE, (2) CONTRAST, (3) TIME, AND (4) BRIGHTNESS. OTHER TOPICS DISCUSSED ARE--(1) THE VISUAL ENVIRONMENT, (2) TRENDS IN NATURAL LIGHTING, (3) LIGHT AND INTERIOR FINISHES OF CEILINGS, WALLS, FLOORS, CHALKBOARDS, TRIM AND FURNITURE, (4) BRIGHTNESS DIFFERENCES, (5) PRINCIPLES OF SCHOOL LIGHTING, (6) BRIGHTNESS, (7) LEVELS OF ILLUMINATION, (8) SELECTING LIGHTING FIXTURES, AND (9) LIGHTING COSTS, SWITCHES, OUTLETS, MAINTENANCE AND SURVEYS. IT IS HIGHLY RECOMMENDED THAT SCHOOL BOARDS AND ADMINISTRATORS SEEK THE ASSISTANCE AND SERVICES OF TRAINED AND REGISTERED ARCHITECTS OR LIGHTING ENGINEERS TO DESIGN AND PLAN ANY MAJOR SCHOOL RELIGHTING PROGRAM. (RK)

ED014229 EM003454
EDUCATIONAL MEDIA RESEARCH ABSTRACTING PROJECT. FINAL REPORT. MAY67, 7P.

THIS PROJECT PROVIDED ABSTRACTING COVERAGE OF 33 FINAL REPORTS OF U.S. OFFICE OF EDUCATION FINANCED RESEARCH PROJECTS IN EDUCATIONAL MEDIA. AN ABSTRACTOR, DR. WILLIAM ALLEN, WAS HIRED TO EVALUATE AND EDIT OR REWRITE ABSTRACTS SUBMITTED BY RESEARCHERS, AND TO PREPARE ABSTRACTS IF NECESSARY. TWO ANALYTICAL REVIEWS ON SELECTED AREAS OF MEDIA RESEARCH WERE PREPARED, APPRISING READERS OF PREVIOUS RESEARCH ON THE TOPIC, RELATING THE CURRENT RESEARCH TO PRIOR STUDIES, AND GENERALLY TRANSLATING THE RESULTS OF THIS RESEARCH INTO TERMS MEANINGFUL FOR ACTION PROGRAMS THROUGHOUT THE COUNTRY. THE REVIEWS PREPARED WERE--"THE FIRST GENERATION OF COMPUTER-ASSISTED INSTRUCTIONAL SYSTEMS--AN EVALUATIVE REVIEW," BY J. RONALD GENTILE, AND "ARCHITECTURAL RESEARCH AND THE PHYSICAL ENVIRONMENT FOR EDUCATIONAL MEDIA," BY ALAN C. GREEN. THE PAPER BY J. RONALD GENTILE WAS PUBLISHED IN THE SPRING 1967 ISSUE OF "AUDIOVISUAL COMMUNICATION REVIEW." THE RESEARCH ABSTRACTS AND THE ANALYTICAL REVIEW BY ALAN C. GREEN ARE SCHEDULED FOR PUBLICATION IN THE FALL AND WINTER 1967 ISSUES OF "AUDIOVISUAL COMMUNICATION REVIEW." (MS)

ED014236 EM004032
EMERGING PATTERNS OF INSTRUCTIONAL TELEVISION FOR CALIFORNIA PUBLIC SCHOOLS. 66, 38P.

THIS BULLETIN OFFERS GUIDELINES FOR THE IMPLEMENTATION OF INSTRUCTIONAL TV AND SUMMARIZES THE HISTORY AND PRESENT STATUS OF INSTRUCTIONAL TV IN CALIFORNIA. AMONG POINTS MENTIONED ARE THE FOLLOWING--THERE IS NEED FOR FURTHER LEGISLATION, PERSONNEL, FACILITIES, AND EDUCATION IN CALIFORNIA TO REALIZE THE BEST USES OF TELEVISION. IN 1966 OVER ONE MILLION STUDENTS RECEIVED PROGRAMS BROADCAST BY EDUCATIONAL TV STATIONS, AND OVER 85,000 RECEIVED CLOSED CIRCUIT TV INSTRUCTION IN PUBLIC SCHOOLS IN CALIFORNIA. PROGRESS HAS BEEN SWIFT IN AREAS OF CONCENTRATED POPULATION. REGIONAL ADVISORY COUNCILS HAVE SUPPLIED BROADCAST PROGRAMS TO SCHOOLS AND ADMINISTERED COOPERATIVE FUNDING. IT IS FOUND THAT THE CALIBER OF CLASSROOM INSTRUCTION IS IMPROVED BY TV. TEACHER SHORTAGES CAN BE OVERCOME AND CURRICULA ENLARGED. EDUCATIONAL TV STATIONS IN CALIFORNIA ARE OWNED BY COMMUNITIES OF CITIZENS, PUBLIC SCHOOLS, AND COUNTIES. INTER- AND INTRASCHOOL CLOSED CIRCUIT TV SYSTEMS ARE OPERATIVE. THE CAPITAL OUTLAY FOR INSTRUCTIONAL TV EQUIPMENT IS SMALL IN COMPARISON WITH THE CONTINUING COSTS OF OPERATION AND MAINTENANCE. (MS)

ED014309 JC670972
PROFILES OF TRADE AND TECHNICAL TEACHERS--SUMMARY REPORT, 1967. BARLOW, MELVIN L.; REINHART, BRUCE, 67, 38P.

THE POPULATION FOR THIS STUDY WAS LIMITED TO TRADE AND TECHNICAL TEACHERS IN CALIFORNIA WHO HELD FULL-TIME CREDENTIALS AND WHO WERE NOT ENGAGED PRIMARILY IN ADMINISTRATION OR SUPERVISION. TABLES, CHARTS, AND GRAPHS PRESENT INFORMATION CONCERNING THE SUBJECTS TAUGHT, AGE, SEX, MARITAL STATUS, TYPE OF SCHOOL, CREDENTIALS AND EDUCATION (BOTH CURRENT AND PLANNED), EARNINGS, STATUS, ORGANIZATIONAL AFFILIATIONS, AND DISTRIBUTION BY COUNTIES. A COMPREHENSIVE REPORT, PRESENTING DETAILS IN EACH OF THESE AREAS, IS IN PREPARATION. (HH)

ED014338 RC000936
FEDERAL PROGRAMS TO IMPROVE MEXICAN-AMERICAN EDUCATION. BRACE, CLAYTON; AND OTHERS, 67, 6P.

THE MEXICAN AMERICAN AFFAIRS UNIT OF THE U. S. OFFICE OF EDUCATION IS PRIMARILY CONCERNED WITH THESE PROBLEMS--(1) ACADEMIC ACHIEVEMENT OF MEXICAN AMERICANS, (2) PROGRAMS TO RAISE THE EDUCATIONAL ACHIEVEMENT LEVEL, AND (3) UTILIZATION OF FEDERAL AID TO IMPROVE EDUCATIONAL OPPORTUNITIES OF MEXICAN AMERICANS. FEDERAL PROGRAMS WHICH CAN BE USED TO INCREASE EDUCATIONAL OPPORTUNITIES FOR MEXICAN AMERICANS ARE INSTRUCTIONAL PROGRAMS SUPPORTED UNDER TITLES I AND III OF THE ESEA. INSTRUCTIONAL MATERIALS CAN BE OBTAINED THROUGH TITLE II OF ESEA AND TITLE III OF NDEA. INSTRUCTIONAL EQUIPMENT, NUTRITION AND HEALTH SERVICES, COUNSELING AND GUIDANCE SERVICES, TEACHERS, AND SCHOOL PERSONNEL TRAINING ARE AVAILABLE THROUGH VARIOUS TITLES OF ESEA AND NDEA WHILE VOCATIONAL EDUCATION TEACHERS AND FACILITIES ARE AVAILABLE THROUGH THE VOCATIONAL EDUCATION ACT. FEDERAL AID IS ALSO AVAILABLE TO PROGRAMS OF HIGHER EDUCATION AND ADULT EDUCATION. THE PAMPHLET CONCLUDES WITH A LISTING OF THE MEMBERS OF THE ADVISORY COMMITTEE ON MEXICAN AMERICAN EDUCATION WHICH WAS APPOINTED TO ADVISE THE U. S. COMMISSIONER OF EDUCATION AND THE MEXICAN AMERICAN AFFAIRS UNIT. (JS)

ED014363 RC001987
THE STATUS OF EDUCATION AND TRAINING OF RURAL YOUTH--THE IMPACT OF SOCIOECONOMIC CHANGE. 23OCT67, 17P.

RURAL SCHOOLS HAVE GREATER EDUCATIONAL RESPONSIBILITIES THAN URBAN SCHOOLS BECAUSE THEY MUST ATTEMPT TO PREPARE YOUTH EITHER FOR RURAL OCCUPATIONS, IF THEY REMAIN IN THE RURAL COMMUNITY, OR FOR URBAN OCCUPATIONS, IF THEY MIGRATE. IT WOULD APPEAR THAT RURAL SCHOOLS ARE FAILING TO DO THIS, AS EVIDENCED BY THEIR HIGH DROPOUT RATE, LACK OF GUIDANCE OPPORTUNITIES, AND INADEQUATE CURRICULUM. TO INCREASE THE EFFECTIVENESS OF THE SMALL SCHOOL AND TO IMPROVE THE EDUCATIONAL OPPORTUNITIES OF RURAL YOUTH, SCHOOL REDISTRICTING SHOULD BE ACCELERATED, NEW SCHOOL BUILDINGS CONSTRUCTED, RURAL TEACHERS AND ADMINISTRATORS BETTER PREPARED, AND MORE RESEARCH CONDUCTED. OTHER SUGGESTIONS INCLUDE--REVISION OF STATE AID FORMULAS, CREATION OF INTERMEDIATE SCHOOL DISTRICTS, EXPANSION OF VOCATIONAL EDUCA-

TION, AND UTILIZATION OF LOCAL RESOURCES IN TEACHING METHODOLOGY. DUE TO THE EXPANSION OF KNOWLEDGE, YOUNG PEOPLE MUST BE TAUGHT TO GENERALIZE TODAY SO THAT IN THE FUTURE THEY MAY BE ABLE TO DISCOVER THE FACTS THEY WILL NEED TO KNOW TO SUCCEED. WE MUST REDEFINE OUR PRIORITIES AND DO A BETTER JOB WITH THE TECHNIQUES AND TOOLS THAT ARE ALREADY AVAILABLE. THIS SPEECH WAS PRESENTED AT THE NATIONAL OUTLOOK CONFERENCE ON RURAL YOUTH, OCTOBER 23-26, 1967, WASHINGTON, D. C., SPONSORED JOINTLY BY THE U. S. DEPARTMENTS OF AGRICULTURE, HEALTH, EDUCATION, AND WELFARE, INTERIOR, AND LABOR, OEO, AND THE PRESIDENT'S COUNCIL ON YOUTH OPPORTUNITY. (JS)

ED014364 RC001988
AN INVESTIGATION OF MEXICAN-AMERICAN MIGRANT CHILDREN POPULATION IN IDAHO AND THE EDUCATIONAL OPPORTUNITIES PROVIDED BY SELECTED SCHOOL DISTRICTS. APR67, 213P.

IN IDAHO THE MAJOR INDUSTRY IS AGRICULTURE, REQUIRING THE EMPLOYMENT OF SEASONAL FARM LABORERS, WHO ARE PREDOMINANTLY AMERICANS OF MEXICAN AND SPANISH DESCENT FROM SOUTH TEXAS. THE CHILDREN OF THIS LABOR GROUP ARE CONFRONTED WITH GRAVE EDUCATIONAL PROBLEMS, SOME OF WHICH ARE--HIGH MOBILITY, LIMITED CULTURAL ENVIRONMENT, AND LANGUAGE DIFFERENCES. THE PURPOSE OF THIS STUDY WAS TO DETERMINE--(1) THE STATUS OF EDUCATION FOR THE CHILDREN OF THESE FAMILIES IN SOUTHERN IDAHO, AND (2) THE SPECIFIC SCHOOL DISTRICTS WITHIN SELECTED GEOGRAPHIC AREAS WHICH WERE AFFECTED BY THE MIGRATORY CHILDREN. THE DATA WERE COLLECTED THROUGH THE USE OF A QUESTIONNAIRE WHICH WAS ADMINISTERED TO THE SUPERINTENDENTS OF TWENTY-EIGHT SOUTHERN IDAHO SCHOOL DISTRICTS. AN EXTENSIVE REVIEW OF RELATED RESEARCH AND LITERATURE IS INCLUDED. THE FINDINGS REVEAL THE FOLLOWING--(1) THERE WERE ENOUGH MIGRANT CHILDREN IN SPECIFIC LOCATIONS IN SOUTHERN IDAHO TO WARRANT THE DEVELOPMENT OF EDUCATIONAL PROGRAMS APPROPRIATE TO THEIR UNIQUE NEEDS, (2) MORE COOPERATION WAS NEEDED AMONG THE VARIOUS AGENCIES DEALING WITH MIGRANTS AND THEIR PROBLEMS, (3) THE LACK OF AWARENESS ON THE PART OF SOME SCHOOL SUPERINTENDENTS CONCERNING MIGRANT CHILD EDUCATIONAL PROBLEMS, AND (4) THE EXACT NUMBER OF SCHOOL AGE MIGRANT CHILDREN COULD NOT BE DETERMINED FROM THE AVAILABLE DATA, BUT THE ESTIMATES COULD POSSIBLY SERVE AS A BASE TO BE VERIFIED BY A FOLLOW-UP STUDY. MASTER'S THESIS. (ES)

ED014395 RE000385
TITLE I - HOW THE MONEY IS SPENT AND WHAT SERVICES ARE PROVIDED. JAN67, DOCUMENT NOT AVAILABLE FROM EDRS.

A DISCUSSION OF TITLE 1 FEATURES AND SERVICES IS PRESENTED. THE LEGISLATION IS INTENDED TO MEET THE NEEDS OF ALL STUDENTS IN PRESCHOOL, ELEMENTARY SCHOOL, AND SECONDARY SCHOOL, INCLUDING MENTALLY AND PHYSICALLY HANDICAPPED STUDENTS. THE PROGRAMS SET UP UNDER TITLE 1 MUST BE EVALUATED ANNUALLY, AND REPORTS OF RESULTS MUST BE DISSEMINATED. THE ALLOCATION OF FUNDS DEPENDS UPON THE NEEDS OF THE COMMUNITY. FUNDS HAVE BEEN APPROPRIATED FOR THE IMPROVEMENT OF EXISTING PROGRAMS, REMEDIAL READING PROGRAMS, DAILY LUNCHES, AND INSERVICE TEACHER EDUCATION. THIS ARTICLE APPEARED IN "THE READING TEACHER," VOLUME 20, JANUARY 1967. (BK)

ED014430 SE003460
DEVELOPMENT OF ECONOMICS CURRICULAR MATERIALS FOR SECONDARY SCHOOLS. FINAL REPORT. LOVENSTEIN, MENO; AND OTHERS, 66, 915P.

DESCRIBED IS THE DEVELOPMENT OF ECONOMICS CURRICULAR MATERIALS FOR THE SECONDARY SCHOOLS. THE MATERIALS CONSIST OF 18 UNITS INTENDED FOR USE DURING ONE SEMESTER. A REPEATED PATTERN IN EACH UNIT IS (1) A TEACHER'S GUIDE TO THE CONCEPT AND THE PROBLEMS OF PRESENTING THE CONCEPT, AND (2) VARIOUS STUDENT MATERIALS. THE BALANCE OF THE MATERIAL CONSISTS OF A DISCIPLINED, SEQUENTIAL PRESENTATION DESIGNED FOR TEACHER ORIENTATION AND STUDENT DISCOVERY. DESIGNED FOR NINTH GRADE STUDENTS, THE MATERIALS CAN ALSO BE USED IN GRADES 10-12. THE REPORT INCLUDES (1) A COURSE RATIONALE, (2) A COURSE EVALUATION, AND (3) A DISCUSSION OF THE RELEVANCE OF THE PROJECT TO THE SOCIAL STUDIES CURRICULUM. ITEMS APPENDED INCLUDE (1) EDUCATIONAL OBJECTIVES BY UNIT, (2) MULTIPLE CHOICE TESTS AND WRITTEN EXERCISES WITH EVALUATION DATA FROM THE PROJECT, AND (3) AN INSTRUMENT FOR MEASURING THE DEGREE OF TEACHER ADHERENCE TO THE DISCIPLINE APPROACH. (DS)

ED014448 SP001335
SCHOOL - UNIVERSITY TEACHER EDUCATION CENTER ADAIR, THELMA; AND OTHERS, 67, DOCUMENT NOT AVAILABLE FROM EDRS.

THE SCHOOL UNIVERSITY TEACHER EDUCATION CENTER (SUTEC) IS CONDUCTING A COOPERATIVE PROGRAM TO PREPARE TEACHERS FOR URBAN SCHOOLS. THE 5-YEAR PROJECT IS UNIQUE IN ITS BASING OF COLLEGE PERSONNEL IN A PUBLIC SCHOOL ON A FULL-TIME SCHEDULE. SPONSORED BY THE NEW YORK CITY BOARD OF EDUCATION AND THE QUEENS COLLEGE DEPT. OF EDUCATION, IT AIMS TO--(1) USE AN ELEMENTARY SCHOOL AS THE FOCAL POINT FOR A TEACHER PREPARATION PROGRAM EXTENDING INTO THE PRETENURE YEARS, (2) SUGGEST A PATTERN FOR OPTIMUM USE OF SCHOOL AND COLLEGE FACILITIES, AND (3) PROVIDE A NUCLEUS OF PARTICIPATING TEACHERS WHO CAN SERVE AS LEADERS IN SCHOOLS IN DISADVANTAGED AREAS. LOCATED IN AN INDUSTRIAL AREA WITH A POPULATION THAT IS ETHNICALLY, EDUCATIONALLY, AND SOCIOECONOMICALLY HETEROGENEOUS, IN ITS FIRST YEAR THE PROGRAM ENROLLED RANDOMLY SELECTED GROUPS OF 35 SOPHOMORES, JUNIORS, AND SENIORS (WHOSE BEHAVIOR IN RELATING TO CHILDREN WILL BE A MAJOR RESEARCH CONCERN). THE PROGRAM HAS 5 PARTS--PROTOTYPE SCHOOL FACILITY (OPEN TO THE COMMUNITY 7 DAYS A WEEK), TEACHER TRAINING PROGRAM, COOPERATIVE RESEARCH PROJECT (EVALUATION), MULTIDISCIPLINARY INQUIRY INSTITUTE (INVOLVING ANTHROPOLOGISTS, SOCIOLOGISTS, PSYCHOLOGISTS, AND CURRICULUM SPECIALISTS), AND COMMUNITY PROGRAM. POLICY SUPERVISION OF THE PROGRAM EVALUATION IS UNDERTAKEN BY AN ADVISORY COUNCIL OF THE LEADING OFFICIALS OF THE INSTITUTIONS INVOLVED. THIS DOCUMENT APPEARS IN CAMPUS SCHOOL EXCHANGE, SPRING 1967. (AF)

ED014449 SP001337
TEACHER EVALUATION--A STATE-BY-STATE ANALYSIS. OCT67, 24P.

STATES THAT HAVE ATTEMPTED TO EVALUATE TEACHERS BY WAYS OTHER THAN DEGREES GAINED AND/OR EXPERIENCE INCLUDE (1) SOUTH CAROLINA WHICH USED THE NATIONAL TEACHER EXAMINATIONS (NTE), (2) NEW YORK--MERIT PROMOTIONAL INCREMENTS, (3) DELAWARE--SALARY INCREASE FOR TEACHERS WITH CERTAIN RATINGS, (4) TENNESSEE--A SALARY DIFFERENTIAL SUPPLEMENT TO SUPERIOR TEACHERS, (5) GEORGIA--NTE SCORES FOR 6TH AND 7TH YEAR CERTIFICATES, (6) NORTH CAROLINA--A SERIES OF EXPERIMENTAL PROGRAMS, (7) FLORIDA--CAREER INCREMENT COMPETENCE AWARDS AND NTE SCORES, AND (8) UTAH--TWENTY DOLLARS FOR EACH DISTRIBUTION UNIT TO BE APPLIED FOR SALARY DIFFERENTIAL. AT THE PRESENT TIME, THE PROGRAMS OF SOUTH CAROLINA, TENNESSEE, GEORGIA, AND UTAH ARE STILL IN OPERATION, WHILE THE OTHERS HAVE BEEN DISCONTINUED, USUALLY BECAUSE THEY PROVED TO BE UNWORKABLE. THIS ARTICLE APPEARED IN THE SOUTHERN JOURNAL OF EDUCATIONAL RESEARCH, OCT. 1967, 1, NO. 4, P.333-356. (AW)

ED014451 SP001341
NATIONAL IDEALS AND EDUCATIONAL POLICY. 17NOV67, 17P.

SCHOOL DISTRICTS ARE URGED TO PURSUE DESEGREGATION AND COMPENSATORY EDUCATION PROGRAMS SIMULTANEOUSLY RATHER THAN FOLLOWING ONLY ONE OF THESE TWO ACTIVITIES. COMPENSATORY EDUCATION, WHATEVER ITS IMMEDIATE VALUES, IS SEEN AS ONLY A PARTIAL MEASURE. EXAMPLES OF COMMUNITY RESPONSIBILITY COMBINED WITH FEDERAL FUNDS ARE GIVEN. FUNDAMENTAL PROPOSITIONS LISTED ARE (1) LOCAL BOARDS OF EDUCATION MUST ACCEPT RESPONSIBILITY FOR USING ALL RESOURCES AT THEIR COMMAND (FEDERAL, STATE, AND LOCAL) TO IMPROVE EDUCATION AND REDUCE SEGREGATION. (2) STATE DEPARTMENTS OF EDUCATION MUST BEGIN TO ACCEPT MORE RESPONSIBILITY FOR SCHOOL DESEGREGATION AS THEY DEVELOP GREATER CAPACITY FOR IMPROVING QUALITY. (3) THE FEDERAL GOVERNMENT MUST CONTINUE THE VIGOROUS CARRYING OUT OF TITLE IV AND VI OF THE CIVIL RIGHTS ACT. THIS ADDRESS WAS PRESENTED BEFORE THE NATIONAL CONFERENCE ON RACE AND EDUCATION (WASHINGTON, D.C., NOV. 17, 1967). (AF)

ED014453 SP001345
THE MASTERS DEGREE AND TEACHERS' SALARIES. 28JUL65, 24P.

TO DETERMINE WHETHER A MASTER'S DEGREE SHOULD BE REQUIRED OF TEACHERS IN A PROPOSED NEW BURBANK SCHOOL DISTRICT SALARY CLASS, 3 QUESTIONS WERE INVESTIGATED (1) DOES THE ACQUISITION OF A MASTER'S MAKE FOR GREATER IMPROVEMENT IN TEACHING THAN AN EQUAL AMOUNT OF UNIVERSITY TRAINING IN OTHER AREAS, (2) DOES THE MASTER'S DEGREE PROGRAM OR THE SCREENING PROCESS REQUIRED FOR ADMISSION TO THE PROGRAM RESULT IN MORE EFFECTIVE TEACHING, AND (3) DOES THE MASTER'S DEGREE REQUIREMENT IMPOSE A DISCRIMINATORY RESTRICTION ON CERTAIN TEACHERS, UNDER THE PRESENT CERTIFICATION REQUIREMENTS. FIVE AREAS OF INQUIRY WERE UNDERTAKEN--(A) A REVIEW OF THE LITERATURE, (B) THE PROFESSIONAL OPINION OF 33 QUALIFIED PERSONS, (C) A REVIEW OF THE RATINGS GIVEN TEACHERS IN THE DISTRICT WHO HAD A MASTER'S AND THOSE WITH EQUAL TRAINING WITHOUT THE DEGREE, (D) A SURVEY OF "COMMON PRACTICES" AMONG 21 COMPARABLE SCHOOL DISTRICTS AND (E) AN INQUIRY OF TEACHER TRAINING INSTITUTIONS ABOUT REQUIREMENTS FOR THE DEGREE. LITTLE EMPIRICAL EVIDENCE IN FAVOR OF A MASTER'S DEGREE REQUIREMENT WAS FOUND. EXPERT OPINION TENDS TO BE AGAINST IT, ALTHOUGH ALMOST ALL DISTRICTS REQUIRE IT AT SOME POINT IN THEIR SALARY SCHEDULE. (RP)

ED014454 SP001350
STUDY OF MATHEMATICS TEACHERS IN ALABAMA. FINAL REPORT. 31MAY67, 98P.

TO IMPROVE MATHEMATICS TEACHING, A QUESTIONNAIRE WAS SENT TO 1,000 SECONDARY AND 2,018 ELEMENTARY SCHOOL MATHEMATICS TEACHERS IN ALABAMA. RESPONSES WERE RECEIVED FROM 964 (33.4 PERCENT) OF THOSE QUERIED. AMONG THE FINDINGS WERE (1) 62.5 PERCENT OF THE TEACHERS HAD 4-YEAR OR CLASS B CERTIFICATES, 26.9 PERCENT HAD 5-YEAR OR CLASS A, 3.4 PERCENT HAD 6-YEAR OR CLASS AA, AND 7.5 PERCENT HAD OTHER CERTIIFICATES. (2) THE MEDIAN AMOUNT OF EXPERIENCE WAS 9.4 YEARS, AND THE MEDIAN LENGTH OF SERVICE 3.4 YEARS. (3) 46.3 PERCENT OF THE SECONDARY TEACHERS DID NOT MAJOR IN MATHEMATICS. (4) 39.6 PERCENT OF THE SECONDARY TEACHERS HAD ATTENDED A NATIONAL SCIENCE FOUNDATION PROGRAM. (5) AVERAGE CLASS SIZE VARIED FROM 25 IN ADVANCED

CLASSES TO 35 IN ELEMENTARY SCHOOL. (6) 23.4 PERCENT OF THE TEACHERS WITH A MATHEMATIC MAJOR TAUGHT COURSES OTHER THAN MATHEMATICS. (7) 25 TEACHERS DID NOT HAVE A COLLEGE DEGREE, 703 HAD A BACHELOR'S DEGREE, AND 232 HAD A MASTER'S. (8) LESS THAN 10 PERCENT OF THE ELEMENTARY TEACHERS REPORTED COURSES EQUIVALENT TO THE LEVEL OF RECOMMENDATION OF THE COMMITTEE ON THE UNDERGRADUATE PROGRAMS, AND LESS THAN 25 PERCENT OF THE SECONDARY TEACHERS COULD MEET LEVEL TWO REQUIREMENTS. IT IS CONCLUDED THAT (A) RETRAINING PROGRAMS FOR UPPER ELEMENTARY AND JUNIOR HIGH SCHOOL TEACHERS ARE NEEDED, AND (B) SALARIES MUST BE RAISED TO HOLD COMPETENT PEOPLE. (AW)

ED014463 SP001361
IMPACT OF CRITICAL SHORTAGES ON TEACHER RECRUITMENT AND SELECTION POLICIES. JUN67, 15P.

THE SEVERE ELEMENTARY TEACHER SHORTAGE WHICH LOS ANGELES FACED IN THE FALL OF 1966, INVOLVING A DEFICIT OF SOME 1200 TEACHERS AFTER NORMAL RECRUITING PROCEDURES, IS DISCUSSED. SINCE THE SHORTAGE RESULTED IN LARGE PART FROM REDUCED ENROLLMENT IN THE ELEMENTARY EDUCATION PROGRAMS OF THE 12 LOS ANGELES AREA TEACHER TRAINING INSTITUTIONS, WHICH TRADITIONALLY SUPPLY TWO-THIRDS OF ALL NEW TEACHERS TO THE SYSTEM, AN INTENSIVE OUT-OF-STATE RECRUITING PROGRAM WAS INSTITUTED. THE CAMPAIGN RESULTED IN 15 MORE OUT-OF-STATE RECRUITS THAN WAS NORMAL, FOR WHOM THE STATE DEPARTMENT OF EDUCATION GRANTED PROVISIONAL CERTIFICATION. NEXT, LOCAL RADIO AND TELEVISION WERE USED TO APPEAL TO ALL QUALIFIED PEOPLE IN THE AREA TO APPLY. FROM THE FLOOD OF RESPONSES, STAFF NEEDS WERE MET. IT IS SUGGESTED THAT IMPROVED DATA COLLECTION COULD HELP AVOID SUCH LAST MINUTE CRISES IN THE FUTURE. THIS DOCUMENT APPEARED IN GILBERT, H.B., AND LANG, G., "TEACHER SELECTION METHODS," 1967. (RP)

ED014470 SP001370
TEACHER SUPPLY AND DEMAND IN CALIFORNIA, 1965-1975. CLOWES, RICHARD M.; AND OTHERS, 9FEB67, 247P.

A STATEWIDE STUDY OF K-12 TEACHER SUPPLY AND DEMAND IN CALIFORNIA FOR THE 1965-1975 PERIOD FOUND THAT--(1) THERE WILL BE LARGE ANNUAL SHORTAGES OF NEW ELEMENTARY TEACHERS IN THE NEXT 10 YEARS BUT AN ADEQUATE SUPPLY OF SECONDARY TEACHERS. (2) A MAJOR FACTOR IN THE ELEMENTARY TEACHER SHORTAGE IS A CHANGE IN THE NUMBER OF CERTIFICATED GRADUATES IN RECENT YEARS. (3) THERE IS NO CHANGE IN THE PROPORTION OF CALIFORNIA STUDENTS INTENDING TO TEACH. (4) BESIDES REQUIRING LONGER PREPARATION, ELEMENTARY TEACHING, AS COMPARED WITH SECONDARY TEACHING, IS SEEN AS LOWER IN PRESTIGE AND PAY, OFTEN MORE DIFFICULT, AND OFTEN LESS DESIRABLE BECAUSE IT AFFORDS NO OPPORTUNITY FOR SUBJECT SPECIALIZATION. (5) MOST INFLUENTIAL IN CHOICE OF A TEACHING CAREER IS K-12 TEACHER-PUPIL CONTACT. (6) IN COLLEGE, INFORMAL ADVICE AND INFORMATION IS MOST INFLUENTIAL IN THE CHOICE OF TEACHING AS A CAREER. (7) UNDERSUPPLY RECEIVES MORE ATTENTION THAN OVERSUPPLY AT CALIFORNIA TEACHER PREPARING INSTITUTIONS. (8) COLLEGES ARE INCREASINGLY AWARE OF THEIR RESPONSIBILITY TO PREPARE SUFFICIENT QUANTITIES OF WELL-EDUCATED TEACHERS. (9) A VARIETY OF FACULTY OBSERVERS DOUBT THE APPROPRIATENESS OF ELEMENTARY TEACHER EDUCATION CURRICULA. (10) MANY SCHOOL DISTRICTS HAVE EXTENSIVE RECRUITMENT PROGRAMS ON CAMPUS (THOUGH FEW REQUIRE TRAINING OF RECRUITERS), BUT POSITIONS FOR EXPERIENCED TEACHERS ARE LARGELY FILLED THROUGH UNSOLICITED APPLICATIONS. (AF)

ED014515 UD004080
PROGRESS AND PROBLEMS FROM THE EDUCATOR'S VIEWPOINT. 29APR62, 15P.

REVIEWED ARE THE EFFORTS OF THE NEW YORK CITY BOARD OF EDUCATION FOR ACHIEVING EDUCATIONAL EQUALITY. NEW SCHOOL CONSTRUCTION IN MINORITY GROUP AREAS, ADDITIONAL PERSONNEL AND CLASSES, AND NEW ZONING CRITERIA ARE NOTED. THE MOST EFFECTIVE NEW APPROACHES, BOTH AN OUTGROWTH OF THE LARGE INCREASE IN THE NEGRO AND PUERTO RICAN COMPOSITION OF THE SCHOOL POPULATION, HAVE BEEN THE IMPROVED UTILIZATION OF SCHOOL FACILITIES AND THE OPEN ENROLLMENT POLICY. DESCRIBED IS THE PERMISSIVE VOLUNTARY POLICY OF OPEN ENROLLMENT WHICH INVOLVED DESIGNATING CERTAIN SCHOOLS AS "SENDING" SCHOOLS (85-90 PERCENT OR MORE WITH NEGRO AND/OR PUERTO RICAN POPULATIONS) AND "RECEIVING" SCHOOLS (UNDER-UTILIZED AND MORE EQUITABLY BALANCED). HOWEVER, IT IS FELT THAT HOUSING PATTERNS DETERMINE AREAS OF MINORITY GROUP DENSITY. IT IS THUS STILL ESSENTIAL TO REPLACE DECAYED SCHOOLS EVEN IF DE FACTO SEGREGATION IS PERPETUATED. THESE SCHOOLS CAN ALSO PROVIDE RECREATIONAL AND ADULT EDUCATION PROGRAMS. THIS ARTICLE IS PUBLISHED IN PROCEEDINGS OF THE INVITATIONAL CONFERENCE ON NORTHERN SCHOOL DESEGREGATION--PROGRESS AND PROBLEMS, P.31-45. (NH)

ED014518 UD004154
EDUCATION IN THE STATES--A PLANNING CHART BOOK. 66,
DOCUMENT NOT AVAILABLE FROM EDRS.

WITHIN THIS BOOKLET ARE TWENTY-FIVE CHARTS WHICH PRESENT ECONOMIC AND SOCIOLOGICAL DATA RELEVANT TO PUBLIC EDUCATION IN INDIVIDUAL CITIES AND STATES AND IN THE NATION AS A WHOLE. IN GENERAL, THE CHARTS FOCUS ON (1) THE IMPORTANCE OF EDUCATION IN A SOCIETY WHICH IS EXPERIENCING ECONOMIC AND TECHNOLOGICAL GROWTH, (2) THE NECESSITY OF EDUCATIONAL QUALIFICATIONS FOR NEW JOB REQUIREMENTS, (3) THE AVAILABILITY OF EDUCATIONAL OPPORTUNITY TO CITY VERSUS SUBURBAN SCHOOLS, (4) CURRENT AND PREDICTED SCHOOL EXPENDITURES, AND (5) GOALS FOR EDUCATIONAL DEVELOPMENT. ACCORDING TO ONE CHART, MINIMUM EXTENSIONS FOR QUALITY EDUCATION IN THE SCHOOLS WILL COST 15 PERCENT MORE THAN THE SCHOOL EXPENDITURES ESTIMATED FOR 1970. AS INDICATED IN ANOTHER CHART, CURRENT EXPENDITURES PER STUDENT ARE GREATER IN SUBURBAN THAN IN CENTRAL CITY AREAS, AND THUS EQUALITY OF EDUCATIONAL OPPORTUNITY IS DENIED TO URBAN PUPILS. EXPLANATORY PARAGRAPHS ACCOMPANY MOST OF THE CHARTS. AVAILABLE FROM NATIONAL COMMITTEE OR SUPPORT OF THE PUBLIC SCHOOLS, 1424 SIXTEENTH ST., N.W., WASHINGTON, D.C. 20036, PRICE $1.00, 32P. (LB)

ED014520 UD004350
ANNUAL EVALUATION REPORT OF CONNECTICUT P.A. 523 PROJECTS FOR FISCAL YEAR 1966. FEB67, 52P.

THIS REPORT SUMMARIZES EVALUATION OF PROGRAMS FOR DISADVANTAGED CHILDREN AND YOUTH FUNDED UNDER CONNECTICUT PUBLIC ACT 523 IN SCHOOL DISTRICTS IN TOWNS NOT SERVED BY TITLE I OF THE 1965 ELEMENTARY AND SECONDARY EDUCATION ACT. IN GENERAL, THE PROGRAMS ATTEMPTED TO IMPROVE THE STUDENTS' READING, LANGUAGE ARTS, AND BASIC SKILLS AND TO CHANGE THEIR ATTITUDES TOWARD SCHOOL. TO REALIZE THESE AND OTHER GOALS, THE PROGRAMS PROVIDED REMEDIAL EDUCATION, ANCILLARY SERVICES, DIAGNOSTIC SERVICES, PRESCHOOLS AND KINDERGARTENS, CULTURAL ENRICHMENT, AND SMALLER CLASS SIZES. OTHER FEATURES OF THE PROGRAMS WERE HEALTH AND LIBRARY SERVICES AND THE PURCHASE AND IMPROVEMENT OF EQUIPMENT. THE SUCCESS OF THE PROGRAMS IS MEASURED IN THE REPORT BY SUCH FACTORS AS THE PARTICIPATING STUDENTS' PERFORMANCE ON STANDARDIZED TESTS AND THEIR PROMOTION AND DROPOUT RATES. IT IS FELT THAT DISADVANTAGED CHILDREN HAVE IMPROVED THEIR EDUCATIONAL ACHIEVEMENT AND THAT 96 PERCENT OF THE PROGRAMS HAVE MADE "SUBSTANTIAL" OR "SOME" PROGRESS IN ENHANCING EDUCATIONAL OPPORTUNITIES FOR THEM, WITH GREATEST GAINS MADE AT THE PRESCHOOL AND ELEMENTARY LEVELS. DATA RELATING TO THE "MOST AND LEAST SUCCESSFUL" ASPECTS OF THE PROGRAMS AS PERCEIVED BY SCHOOL PERSONNEL IS LISTED, AND A SAMPLE OF THE EVALUATION FORM SENT TO LOCAL SCHOOL DISTRICTS IS APPENDED. (NH)

ED014530 VT000567
THE EFFECTIVENESS OF PILOT PROGRAMS COMPARED TO OTHER PROGRAMS OF VOCATIONAL AGRICULTURE IN TENNESSEE. JUL63, 133P.

THE OBJECTIVE OF THIS COMPARATIVE STUDY WAS TO EVALUATE THE RELATIVE EFFECTIVENESS OF TENNESSEE VOCATIONAL AGRICULTURE PROGRAMS IN FOUR CATEGORIES -- (1) PILOT SCHOOLS, (2) LIKE-PILOT SCHOOLS OR SCHOOLS RESEMBLING PILOT SCHOOLS, (3) STUDENT TEACHING CENTERS, AND (4) NEGRO SCHOOLS. THE RANDOM SAMPLE INCLUDED 800 STUDENTS FROM 20 SCHOOLS DIVIDED EVENLY INTO THE FOUR CATEGORIES, FOUR GRADE LEVELS, AND INTO VOCATIONAL AGRICULTURE AND NONVOCATIONAL AGRICULTURE GROUPS. A STANDARDIZED READING TEST SERVED AS A CONTROL, AND A 5-PART KNOWLEDGE-OF-AGRICULTURE TEST AS THE CRITERION MEASURE IN A COVARIANCE DESIGN. SOME FINDINGS WERE -- (1) NONVOCATIONAL AGRICULTURE STUDENTS SCORED HIGHER IN READING ACHIEVEMENT, (2) VOCATIONAL AGRICULTURE STUDENTS SCORED HIGHER ON KNOWLEDGE OF AGRICULTURE, (3) STUDENTS IN STUDENT TEACHING CENTERS AND PILOT SCHOOLS SCORED HIGHER IN KNOWLEDGE OF AGRICULTURE, (4) ALL STUDENTS' SCORES IN KNOWLEDGE OF AGRICULTURE INCREASED IN RELATION TO HIGHER GRADE LEVEL, (5) STUDENT TEACHING CENTERS HAD THE BEST INSTRUCTIONAL PROGRAMS, AND (6) NEGRO STUDENTS WERE FUNCTIONALLY ILLITERATE, AND NEGRO SCHOOLS LACKED PROVISIONS FOR DEVELOPMENT OF MANIPULATIVE SKILLS. IT WAS CONCLUDED THAT -- (1) VOCATIONAL AGRICULTURE STUDENTS' LOWER READING ABILITY NECESSITATES ADJUSTING INSTRUCTION TO DIVERSE ABILITIES, (2) THE EXCESSIVE DIFFERENCES OF VOCATIONAL AGRICULTURE PROGRAMS WITHIN SCHOOL CATEGORIES INDICATE THE NEED OF ATTENTION TO PROGRAM CONTENT, STUDENT RETENTION, AND OTHER FACTORS, AND (3) BECAUSE GRADUATE EDUCATION OF TEACHERS WAS DIRECTLY RELATED TO STUDENT'S KNOWLEDGE OF AGRICULTURE, CONTINUED TEACHER EDUCATION IS INDICATED. (JM)

ED014544 VT001354
OCCUPATIONAL EDUCATION AND TRAINING FOR TOMORROW'S WORLD OF WORK. NUMBER 2, HIGH SCHOOLS. BOTTUM, JOHN S.; TAYLOR, ROBERT E., 65, 4P.

THERE ARE FEWER EMPLOYMENT OPPORTUNITIES FOR UNSKILLED AND SEMISKILLED PERSONS TODAY, AS MORE OCCUPATIONS REQUIRE SPECIALIZED TRAINING. SUFFICIENT OCCUPATIONAL TRAINING OPPORTUNITIES WOULD HELP TO SOLVE THE PROBLEM, AND HIGH SCHOOL PROGRAMS OFFER ONE ALTERNATIVE. OTHER ALTERNATIVES ARE DISCUSSED IN VT 001 353, VT 001 355 - VT 001 358. IN 1963, 6 PERCENT OF THE 23,000 PUBLIC SECONDARY SCHOOLS IN THE UNITED STATES OFFERED DISTRIBUTIVE EDUCATION, 7 PERCENT OFFERED TRADE AND INDUSTRIAL EDUCATION, 36 PERCENT OFFERED VOCATIONAL AGRICULTURE, 48 PERCENT OFFERED VOCATIONAL HOME ECONOMICS, AND LESS THAN HALF OFFERED COURSES IN HOMEMAKING AND AGRICULTURE. THE TOTAL FINANCIAL EXPENDITURE FOR VOCATIONAL EDUCATION WAS 308.9 MILLION DOLLARS WITH 18 PERCENT FROM THE FEDERAL GOVERNMENT, 36 PERCENT FROM THE STATE, AND 46 PERCENT FROM LOCAL SOURCES. NO STATE IN THE NORTH CENTRAL REGION HAS A VERY HIGH PROPORTION OF SCHOOLS OFFERING A COMPLETE VOCATIONAL PROGRAM. STUDENTS IN

VOCATIONAL PROGRAMS DEVOTE A PORTION OF THE DAY TO VOCATIONAL COURSES AND THE BALANCE TO ACADEMIC COURSES. GUIDANCE AND PLACEMENT SERVICES ARE GENERALLY PART OF THE PROGRAM. THE NUMBER OF PROGRAMS WHICH CAN BE OFFERED IS LIMITED BY THE AVAILABILITY OF INSTRUCTORS AND SPECIALIZED EQUIPMENT, AND THE NUMBER OF INTERESTED STUDENTS. (EM)

ED014620 AA000282
VOCATIONAL EDUCATION, THE BRIDGE BETWEEN MAN AND HIS WORK. SUMMARY AND RECOMMENDATIONS, ADAPTED FROM THE GENERAL REPORT OF THE ADVISORY COUNCIL ON VOCATIONAL EDUCATION. 68, 19P.

CONGRESS DIRECTED THAT AN ADVISORY COUNCIL ON VOCATIONAL EDUCATION BE ASSEMBLED PERIODICALLY TO STUDY THE NATION'S PROGRAM OF VOCATIONAL EDUCATION AND TO REPORT ITS FINDINGS AND RECOMMENDATIONS. THIS IS A SUMMARY OF THE REPORT OF THE FIRST ADVISORY COUNCIL. APPROXIMATELY 7 MILLION PERSONS WERE ENROLLED IN VOCATIONAL EDUCATION DURING 1967. ENROLLMENT INCREASE FOR THE THREE YEARS, 1965-1967, WAS ABOUT 300 PERCENT LARGER THAN THE ENROLLMENT INCREASE FOR THE THREE YEARS PRIOR TO THE IMPLEMENTATION OF THE VOCATIONAL EDUCATION ACT OF 1963. DURING 1966, 25.4 PERCENT OF THE STUDENTS IN PUBLIC SECONDARY SCHOOLS (GRADES 9-12) WERE ENROLLED IN VOCATIONAL EDUCATION PROGRAMS. IN A NATIONAL SAMPLE OF 606,872 GRADUATES IN OCTOBER 1966, 80 PERCENT OF THOSE AVAILABLE FOR PLACEMENT WERE PLACED IN A FIELD FOR WHICH THEY WERE TRAINED OR IN A RELATED FIELD. AN EXPANDED CONCEPT OF VOCATIONAL EDUCATION IS REQUIRED BECAUSE OF SOCIAL PROBLEMS, UNEMPLOYMENT (IN 1966, FOR EXAMPLE, 12.0 PERCENT OF 14-19 YEAR OLDS WERE UNEMPLOYED), LARGE CITY PROBLEMS, A CRISIS IN RURAL AREAS, AND THE FINANCIAL BURDEN OF CITY SCHOOL SYSTEMS. ON THE BASIS OF A COMPREHENSIVE REVIEW OF THE FINDINGS, THE COUNCIL MADE 26 RECOMMENDATIONS, INCLUDING ONE THAT $1,565,000,000 BE AUTHORIZED UNDER THE VOCATIONAL ACT TO MEET CURRENT NEEDS. (PS)

ED014621 AA000283
THE DETERMINATION OF LEGAL FACTS AND ECONOMIC GUIDEPOSTS WITH RESPECT TO THE DISSEMINATION OF SCIENTIFIC AND EDUCATIONAL INFORMATION AS IT IS AFFECTED BY COPYRIGHT--A STATUS REPORT. FINAL REPORT. HEILPRIN, LAURENCE B.; SOPHAR, GERALD J., DEC67, 201P.

THE RESEARCH IN THIS REPORT IS CONCERNED WITH TWO AREAS--(1) STUDY OF THE COPYRIGHT PRACTICES OF LIBRARY ADMINISTRATORS RESPONSIBLE FOR PHOTODUPLICATION SERVICES AND THEIR INTERPRETATIONS OF THE "FAIR USE" ASPECT OF COPYRIGHT LAW IN PROVIDING SERVICE TO THEIR CLIENTS, AS WELL AS A STUDY OF WHAT FEDERAL STATUTE AND CASE LAW ACTUALLY PROVIDES IN THIS AREA AND (2) THE FIRST STUDY OF LIBRARY COPYING ON A LARGE-SAMPLE SCALE WITH REFERENCE TO THE ECONOMICS OF COPYRIGHT. THIS SECOND INVESTIGATION RESULTED IN A NUMBER OF STATISTICS AND ONE OR MORE POSSIBLY NEW USAGE RELATIONS. AT LEAST ONE BILLION PAGES OF PROFESSIONAL AND SCHOLARLY COPYRIGHTED MATERIAL ARE MADE ANNUALLY AS SINGLE COPIES. MULTIPLE COPYING IS NEGLIGIBLE IN U.S. LIBRARIES. EIGHTY-FIVE PERCENT OF THE MATERIAL COPIED IS LESS THAN FIVE YEARS OLD, AND IT IS PREPONDERANTLY SCIENTIFIC-TECHNICAL IN NATURE AND IN THE FORM OF COMPLETE ARTICLES COPIED FROM JOURNALS, PUBLISHED BY NONPROFIT PUBLISHERS. FIVE PERCENT OF THE FEWER THAN 1,000 PUBLISHERS WHOSE WORKS ARE COPIED ACCOUNT FOR 40 PERCENT OF THE MATERIAL COPIED IN U.S. LIBRARIES. THE REPORT CONCLUDED THAT UNDER CURRENT BELIEFS AND PRACTICES SINGLE-COPY REPRODUCTION IS NOT SIGNIFICANTLY AFFECTED OR RESTRICTED BY COPYRIGHT LAW, AND RECOMMENDS THAT THE CONGRESS CONSIDER THIS FACT IN WRITING FUTURE LEGISLATION. AN OPEN ATTITUDE IS HELD BY LIBRARY ADMINISTRATORS TOWARD A SYSTEM OF COPYRIGHT ACCESS, PERMISSIONS, AND PAYMENTS, PROVIDED THERE BE JOINT USER-OWNER CONTROL. MANY OTHER CONCLUSIONS, APPLICATIONS AND RECOMMENDATIONS ARE REPORTED. INCLUDED IN APPENDICES ARE THE FIRST ANNUAL REPORT BY THE COMMITTEE TO INVESTIGATE COPYRIGHT PROBLEMS AFFECTING COMMUNICATION IN SCIENCE AND EDUCATION (CICP) AND RELEVANT TABLES FROM THE CICP LIBRARY SURVEY. (AUTHOR/JB)

ED014644 AC001565
COMPUTER ADMINISTERED INSTRUCTION VERSUS TRADITIONALLY ADMINISTERED INSTRUCTION, ECONOMICS. KOPSTEIN, FELIX F.; SEIDEL, ROBERT J., JUN67,
DOCUMENT NOT AVAILABLE FROM EDRS.

AN ATTEMPT IS MADE TO ASSESS THE ECONOMICS OF COMPUTER ASSISTED INSTRUCTION (CAI) VERSUS TRADITIONALLY ADMINISTERED INSTRUCTION (TAI) IN CONTROLLING THE STRUCTURE OF THE LEARNER'S STIMULUS ENVIRONMENT IN TEACHING AND TRAINING SITUATIONS. THERE IS A DISCUSSION OF THE NEED FOR A SOUND, OBJECTIVE ECONOMIC APPRAISAL OF THE VALUE TO SOCIETY OF INCREMENTS IN THE BREADTH AND DEPTH OF EDUCATION IN THE POPULATION, AND OF THE INFLUENCE OF VARYING RATES AT WHICH THESE INCREMENTS ARE BROUGHT ABOUT. THE NECESSITY FOR RELIABLE, OBJECTIVE INFORMATION CONCERNING COST DATA IS EMPHASIZED. PROJECTED COMPARISONS OF COST AND EFFECTIVENESS BASED ON THE ASSUMPTION OF EQUAL EFFECTIVENESS FOR CAI AND TAI ARE DISCUSSED FOR CIVILIAN AND MILITARY INSTRUCTION. IN PARTICULAR, THE FIVE STUDIES OF MILITARY TECHNICAL TRAINING STRESS COSTS PER STUDENT HOUR, AND ILLUSTRATE THE PROBLEM OF OBTAINING ACCURATE COST FIGURES FOR MILITARY INSTRUCTIONAL EXPENDITURES. (ALSO INCLUDED ARE FIVE FIGURES, EIGHT TABLES, AND 21 REFERENCES.) THIS DOCUMENT AD-656-613, IS AVAILABLE FROM THE CLEARINGHOUSE FOR FEDERAL SCIENTIFIC AND TECHNICAL INFORMATION, SPRINGFIELD, VA. 22151. MICROFICHE $0.65, HARD COPY $3.00. (AUTHOR/LY)

ED014686 AC001726
MANPOWER RESEARCH PROJECTS SPONSORED BY THE U.S. DEPARTMENT OF LABOR, MANPOWER ADMINISTRATION, THROUGH JUNE 30, 1967. SEP67, 205P.

THE FIFTH ANNUAL CATALOG OF CONTRACT AND GRANT RESEARCH UNDER THE MANPOWER ADMINISTRATION OF THE DEPARTMENT OF LABOR DESCRIBES PROJECTS CONCERNED, WITH THE IMPACT OF TECHNOLOGICAL CHANGE, ADEQUACY OF JOB PREPARATION, UNEMPLOYMENT OF THE YOUNG, THE NONWHITE, AND OTHER SPECIAL GROUPS, AND THE WASTE OF HUMAN RESOURCES IN RURAL AREAS. THE INVESTIGATORS REPRESENT ALL THE MAJOR SOCIAL SCIENCE DISCIPLINES. MOST OF THEM ARE AFFILIATED WITH UNIVERSITIES, OR OTHER GOVERNMENT AGENCIES, ALTHOUGH A FEW WORK FOR PRIVATE RESEARCH AGENCIES. THE MOST AMBITIOUS PROJECTS ARE CONDUCTED UNDER CONTRACTS. SMALLER PROJECTS ARE SPONSORED UNDER THREE PROGRAMS OF RESEARCH GRANTS DESIGNED TO STRENGTHEN MANPOWER EFFORTS IN COLLEGES AND UNIVERSITIES AND TO STIMULATE THE STUDY OF MANPOWER PROBLEMS BY INDIVIDUALS. RESEARCH ACTIVE IN FISCAL YEAR 1967 IS GROUPED BY--(1) CONTRACTS FOR OFFICE OF MANPOWER POLICY, EVALUATION, AND RESEARCH, (2) INSTITUTIONAL GRANTS, (3) GRANTS FOR DOCTORAL DISSERTATIONS AND (4) FOR RESEARCH PROJECTS, AND (5) CONTRACTS FOR BUREAU OF WORK PROGRAMS. THERE IS A SELECTED LIST OF 114 COMPLETED PROJECTS. APPENDIXES INCLUDE DEPOSITORY LOCATIONS FOR REPORTS AND GUIDELINES FOR SUBMISSION OF CONTRACT RESEARCH PROPOSALS AND FOR APPLICATION FOR GRANTS IN SUPPORT OF DOCTORAL DISSERTATIONS AND RESEARCH PROJECTS. (LY)

ED014687 AC001727
THE HIGH SCHOOL COMPLETION PROGRAM FOR ADULTS AND OUT-OF-SCHOOL YOUTH. SMITH, MAX S.; AND OTHERS, 65, 34P.

DETAILED RECOMMENDATIONS ARE GIVEN FOR A PROGRAM OF HIGH SCHOOL COMPLETION STUDIES FOR ADULTS AND TEENAGERS IN MICHIGAN. THE BACKGROUND AND THE CAUSES AND EFFECTS OF THE DROPOUT PROBLEM ARE REVIEWED, AND THE OPPORTUNITIES AND PROBLEMS (PRINCIPALLY ACCREDITATION AND FINANCIAL POLICY) PRESENTED BY EXISTING PROGRAMS IN MICHIGAN AND CERTAIN OTHER STATES ARE DISCUSSED. CURRICULUM OBJECTIVES (ACQUISITION OF ACADEMIC KNOWLEDGE AND VIABLE JOB SKILLS), TEACHER QUALIFICATIONS AND FUNCTIONS, FINANCIAL RESPONSIBILITY, AND RELATIONSHIP TO THE TOTAL PUBLIC SCHOOL PROGRAM ARE OUTLINED. FINALLY, POLICY SUGGESTIONS ARE LAID DOWN CONCERNING STUDENT ELIGIBILITY, EQUIVALENCY TESTING, GREATER ALLOWANCE FOR PREVIOUS CREDITS AND WORK EXPERIENCE, ISSUANCE OF DIPLOMAS, COUNSELING SERVICES, ADMINISTRATION AND FUNDING, AND OTHER ASPECTS OF PROGRAM IMPLEMENTATION. (INCLUDED ARE TEN REFERENCES AND APPENDIXES ON EQUIVALENCY AND ACHIEVEMENT TESTS.) (LY)

ED014761 CG000893
REPORT OF THE INTERAGENCY TASK FORCE ON COUNSELING. GREGORY, FRANCIS A.; AND OTHERS, SEP67, 111P.

COUNSELORS NEED PROJECTIONS OBTAINED FROM VARIOUS FEDERAL AGENCIES FAR EXCEED THE CURRENT AND PROJECTED SUPPLY UNDER EXISTING CONDITIONS. TO MEET THIS NEED, IT IS NECESSARY TO--(1) RECRUIT AND TRAIN MORE COUNSELORS, (2) PREPARE COUNSELORS FOR NEW DUTIES AND RESPONSIBILITIES, (3) MAKE MAXIMUM USE OF PRESENTLY EMPLOYED COUNSELORS, AND (4) PROVIDE MORE TRAINING FOR PRESENTLY EMPLOYED COUNSELORS WITHOUT COMPLETE PROFESSIONAL PREPARATION. THIS PROGRAM CAN BE MOST EFFECTIVELY IMPLEMENTED BY COORDINATION BETWEEN FEDERAL AGENCIES AND APPROPRIATE PROFESSIONAL ORGANIZATIONS. FOR THE NEXT FEW YEARS, FUNDING FOR EXPANSION WILL COME LARGELY FROM THE FEDERAL GOVERNMENT. WHILE IMMEDIATE AND VAST EXPANSION IS NOT FEASIBLE, EXISTING PROGRAMS SHOULD BE STRENGTHENED AND NEW PROGRAMS INITIATED. LEGISLATION TO SUPPORT GRADUATE, FIRST YEAR COUNSELOR TRAINING IS ADVOCATED. THIS LEGISLATION SHOULD SUPPORT TRAINING AND DEMONSTRATION PROGRAMS INVOLVING SUPPORT PERSONNEL. SUPPORT PERSONNEL, UNDER THE SUPERVISION OF PROFESSIONAL COUNSELORS, RANGE FROM CLERICAL ASSISTANTS TO SPECIALIZED TECHNICIANS. RESEARCH AND DEVELOPMENT NEEDS IN COUNSELING ARE EXAMINED. SUGGESTIONS FOR PARTICULAR RESEARCH PROJECTS ARE MADE AND THE NEED FOR COLLECTION, CLASSIFICATION, AND DISSEMINATION OF INFORMATION ON COUNSELING RESEARCH AND PRACTICE IS EXPLORED. (SK)

ED014784 EA000552
ESTIMATES OF SCHOOL STATISTICS, 1966-67. FLANIGAN, JEAN M.; SHAPIRO, NETTIE S., 66, 38P.
HC NOT AVAILABLE FROM EDRS.

THIS REPORT IS THE 25TH IN THE SERIES OF ANNUAL ESTIMATES OF PUBLIC SCHOOL STATISTICS. IT INCLUDES ESTIMATES OF THE ADMINISTRATIVE ORGANIZATION, PUPILS, HIGH SCHOOL GRADUATES, PROFESSIONAL STAFF AND SALARIES, AND REVENUES AND EXPENDITURES IN THE FALL OF 1966. NATIONAL, REGIONAL, AND STATE ESTIMATES ARE SHOWN FOR THE SCHOOL YEAR 1966-67, AND REVISED ESTIMATES ARE SHOWN FOR THE SCHOOL YEAR 1965-66. DEFINITIONS FOR THE INCLUDED STATISTICS ARE GIVEN. THIS DOCUMENT IS ALSO AVAILABLE AS STOCK NO. 435-13302 FROM THE NATIONAL EDUCATION ASSOCIATION, 1201 SIXTEENTH STREET, N.W., WASHINGTON, D.C. 20036, FOR $1.00. (HW)

ED014787 EA000713
ISSUES AND PROBLEMS IN CONTEMPORARY EDUCATIONAL ADMINISTRATION. FINAL REPORT. GOLDHAMMER, KEITH; AND OTHERS, AUG67, 275P.

MAJOR ISSUES AND PROBLEMS FACING PUBLIC SCHOOL SUPERINTENDENTS WERE DEFINED THROUGH AN ANALYSIS OF CONFERENCES AND PERSONAL INTERVIEWS WITH 47 ADMINISTRATORS OF VARIOUS-SIZED DISTRICTS IN 22 STATES. ASSISTING THE RESEARCH TEAM WERE PERSONNEL FROM 11 STATE DEPARTMENTS OF EDUCATION, SIX REGIONAL EDUCATIONAL LABORATORIES, 36 COLLEGES AND UNIVERSITIES, AND THE USOE. FINDINGS OF THE STUDY INDICATE THAT PUBLIC SCHOOL SUPERINTENDENTS ARE APPREHENSIVE AND CONCERNED. MANY FEEL THEIR TRAINING WAS INADEQUATE FOR THE CONDITIONS UNDER WHICH THEY NOW WORK AND QUESTION THE VALUE OF THE FEW IN-SERVICE TRAINING PROGRAMS AVAILABLE TO THEM. THEY FIND IT DIFFICULT TO DEFINE PROPER ACTIONS FOR THEMSELVES AND THEIR SCHOOL DISTRICTS, ESPECIALLY WITH REGARD TO EDUCATIONAL CHANGE, TEACHER MILITANCY, ASPECTS OF INSTRUCTION, ADMINISTRATIVE LEADERSHIP, CRITICAL SOCIAL ISSUES, AND EDUCATIONAL FINANCE. RECOMMENDATIONS ARE MADE RELATIVE TO THE SERVICES WHICH SHOULD BE PROVIDED TO SUPERINTENDENTS BY COLLEGES AND UNIVERSITIES, STATE DEPARTMENTS OF EDUCATION, REGIONAL EDUCATIONAL LABORATORIES, ADMINISTRATORS ASSOCIATIONS, THE UNIVERSITY COUNCIL FOR EDUCATIONAL ADMINISTRATION, AND THE USOE. (JK)

ED014794 EA000800
INSTITUTIONAL RESEARCH AND INFORMATION CONTROL. 30APR67, 16P.

INFORMATION CONTROL SHOULD BE AN INDIVIDUALIZED POLICY WHICH IS DEVELOPED AND MAINTAINED FOR EACH INSTITUTION. THE NEED FOR INFORMATION CONTROL HAS ARISEN BECAUSE OF THE INCREASING NUMBER OF OFFICES AND BUREAUS OF INSTITUTIONAL RESEARCH, THE USE OF COMPUTER TECHNOLOGY, THE INCREASING NUMBER OF STUDIES ON STUDENTS, BUDGET REQUESTS, AND AMOUNTS OF INFORMATION NOW PART OF THE NORMAL OPERATIONS WITHIN INSTITUTIONS. GENERAL PROCEDURES IN INFORMATION CONTROL NECESSARY FOR OPERATIONS AND PLANNING INCLUDE--(1) DESIGNATING A CENTRAL OFFICE WITH THE RESPONSIBILITY FOR ANSWERING DATA INFORMATION REQUESTS, (2) CONDUCTING A COMPREHENSIVE SURVEY OF THE COLLEGE AS TO WHAT INFORMATION IS PRODUCED, WHERE THE DATA AND REPORTS ARE ORIGINATING AND WHERE THEY ARE GOING, AND THE DEGREE OF USE AND COST FOR THE GATHERING, TABULATION, AND PRODUCTION OF DATA, (3) SETTING UP A SYSTEMS APPROACH, (4) DEFINING THE TERMS AND STANDARDS OF REPORTING DATA, AND (5) DEVELOPING A DATA BANK. PROCEDURES FOR CONTROL OF INFORMATION ON STUDENTS MUST ALSO BE DEVELOPED, AND LEGAL CONSIDERATIONS FOR THE DISPOSITION OF STUDENT RECORDS MUST BE CLARIFIED. THIS PAPER WAS PRESENTED AT A MEETING OF THE ASSOCIATION FOR EDUCATIONAL DATA SYSTEMS (DETROIT, APRIL 30-MAY 2, 1967). (HW)

ED014807 EA000913
EDUCATIONAL PLANNING. 64,
DOCUMENT NOT AVAILABLE FROM EDRS.

SIX ARTICLES CRITICALLY EXAMINE THE PROCESS OF EDUCATIONAL PLANNING FROM THE UNDERLYING ASSUMPTIONS TO THE PRACTICAL PROBLEMS OF IMPLEMENTATION. ANDERSON AND BOWMAN IN "THEORETICAL CONSIDERATIONS IN EDUCATIONAL PLANNING" DISCUSS SUCH TOPICS AS THE DEFINITION OF PLANNING, EDUCATIONAL PLANNING AND SOCIAL DEMOCRATIZATION, PLANNING FOR MANPOWER PRODUCTION, THE FLOW DYNAMICS OF EDUCATIONAL SYSTEMS, AND DESIGNS FOR DECISIONS. "ASSESSING THE EDUCATIONAL NEEDS OF A NATION" BY PARNES DEFINES THE "NEED" FOR EDUCATION, SUGGESTS APPROACHES TO ASSESS EDUCATIONAL NEEDS, AND ASSESSES THE EDUCATIONAL NEEDS IN THE MEDITERRANEAN COUNTRIES. IN "ORGANIZATION OF EDUCATIONAL PLANNING," EIDE ILLUSTRATES ORGANIZATIONAL DEVELOPMENT AND FACTORS BEHIND THE DEVELOPMENT OF EDUCATIONAL PLANNING IN THE WESTERN COUNTRIES, DISCUSSES PLANNING AS AN ADMINISTRATIVE FUNCTION, AND SUGGESTS GUIDELINES FOR THE ORGANIZATION OF EDUCATIONAL PLANNING. HAYWARD'S "THE IMPLEMENTED EDUCATIONAL PLAN" CALLS ATTENTION TO THE SPECIAL OPPORTUNITY OFFERED IN THE PROSPECT OF AN INCREASING FLOW OF FINANCING THROUGH FOREIGN AID. PLATT IN "MANPOWER PLANNING IN THAILAND" ANALYZES THE MANPOWER ASPECTS OF THAILAND, AND BREMBECK IN "EDUCATIONAL PLANNING IN THAILAND" USES SOME OF THESE FINDINGS ALONG WITH SOME OF HIS OWN TO MAKE RECOMMENDATIONS FOR EDUCATIONAL PLANNING IN THAILAND. THIS DOCUMENT IS PUBLISHED BY THE SYRACUSE UNIVERSITY PRESS, BOX 87, UNIVERSITY STATION, SYRACUSE, NEW YORK 13210, 152 PAGES, $1.50. (HW)

ED014808 EA000920
DESEGREGATING CITY SCHOOLS. 17JUN66, 9P.

THE STRUGGLE FOR EDUCATIONAL EQUALITY DEMANDS DIRECT CONFRONTATION OF THE PROBLEM, DETERMINED AND ABLE LEADERSHIP BY SCHOOL ADMINISTRATORS, AND COORDINATION OF COMMUNITY AND AGENCY SUPPORT. THE LACK OF FIRST-RATE SCHOOLS IN NEGRO COMMUNITIES AND THE PSYCHOLOGICAL EFFECT UPON THE INDIVIDUAL ATTENDING A SCHOOL WHERE EVERY PUPIL RECOGNIZES THAT HIS GROUP IS VIEWED AS LESS ABLE, SUCCESSFUL, AND ACCEPTABLE EMPHASIZE THE NEED FOR A MORE FAVORABLE BALANCE OF RACES IN THE SCHOOLS. THE PURPOSE OF SCHOOL INTEGRATION IS NOT PRIMARILY TO RAISE QUANTITATIVE INDICES OF NEGRO SCHOLASTIC ACHIEVEMENT, BUT RATHER TO ALTER THE CHARACTER AND QUALITY OF OPPORTUNITIES ALL CHILDREN CAN ENJOY, TO PROVIDE THEM WITH EQUAL INCENTIVES TO SUCCEED, AND TO FOSTER A SENSE OF INTERGROUP ACCEPTANCE. CREATION OF A PUBLIC SCHOOL SYSTEM WHICH WILL ASSURE EVERY PUPIL EQUAL ACCESS TO EXCELLENT INSTRUCTION IS A COMMUNITY TASK INVOLVING (1) IMAGINATIVE, BOLD APPRAISAL OF WHAT A WELL-STAFFED, WELL-SUPPORTED, AND WELL-INTEGRATED PUBLIC SCHOOL SYSTEM WOULD MEAN TO THE COMMUNITY, (2) PROJECTION OF THE ROLE OF OTHER AGENCIES, (3) ESTIMATION, ADAPTATION, AND SCHEDULING OF THE RESOURCES REQUIRED, AND (4) WILLINGNESS OF ALL CONCERNED TO MAKE AND TO MEET COMMITMENTS OF POLICY, RESOURCES, AND ACTION. THIS DOCUMENT WAS PREPARED FOR DELIVERY AT THE SCHOOL ADMINISTRATORS CONFERENCE, SPONSORED BY THE NATIONAL URBAN LEAGUE AND TEACHERS COLLEGE OF COLUMBIA UNIVERSITY (NEW YORK, JUNE 17, 1966). (HM)

ED014809 EA000921
THE HEAT IN OUR KITCHEN. 18JUN66, 14P.

WITH THEIR PROFESSIONAL EXPERTISE AND POSITIONS OF INFLUENCE, EDUCATIONAL LEADERS AT EVERY LEVEL BEAR A MAJOR RESPONSIBILITY IN ACHIEVING REALISTIC SCHOOL DESEGREGATION THROUGHOUT THE NATION. THE EDUCATOR MUST PROVIDE A COMMON MEETING GROUND FOR THE YOUNG NORTHERN NEGRO WHOSE LIFE IS CIRCUMSCRIBED WITHIN A PREDOMINANTLY BLACK GHETTO AND THE WHITE CHILD WHO HAS INHERITED THE STEREOTYPE OF SEGREGATED EDUCATION. TWO BROAD POLICIES MUST BE FOLLOWED TO SECURE COMPLIANCE WITH SCHOOL DESEGREGATION GUIDELINES IN THE SOUTH AND TO DEFINE WHAT CONSTITUTES RACIAL DISCRIMINATION IN THE NORTH AND WEST WHERE SEGREGATION DEPENDS MORE ON RESIDENCE PATTERNS THAN ON STATED COMMUNITY POLICY--(1) MAINTENANCE OF EDUCATIONAL EXCELLENCE IN CENTRAL CITY SCHOOLS, THEREBY REDUCING WHITE MIGRATION TO THE SUBURBS, AND (2) INCLUSION WITHIN EACH SCHOOL OF STUDENTS FROM THE WIDEST POSSIBLE RANGE OF SOCIAL AND ECONOMIC CROSS-SECTIONS OF THE AREA'S POPULATION. WHILE THERE IS NO PERFECT ANSWER FOR ACHIEVING DESEGREGATION, HELPFUL TOOLS INCLUDE PAIRING PLANS, BUSSING, EDUCATIONAL PARKS, DOUBLE SESSIONS, COMPENSATORY EDUCATION, FULLY INTEGRATED SUMMER PROGRAMS, AND A NUMBER OF SPECIAL FEDERALLY FUNDED PROGRAMS. THIS ADDRESS WAS PREPARED FOR DELIVERY BEFORE THE SCHOOL ADMINISTRATORS CONFERENCE SPONSORED BY THE NATIONAL URBAN LEAGUE AND TEACHERS COLLEGE OF COLUMBIA UNIVERSITY (NEW YORK, JUNE 18, 1966). (HM)

ED014819 EA000992
VOCATIONAL SCHOOL BOND ISSUES IN IOWA. BEAL, GEORGE M.; AND OTHERS, 66, 77P.

FROM 1960 THROUGH 1964, 24 OF IOWA'S 209 SCHOOL DISTRICTS HELD SCHOOL BOND ISSUE ELECTIONS IN WHICH PART OF THE ISSUE WAS ASSIGNED FOR VOCATIONAL EDUCATION PURPOSES. INTERVIEWS WITH 20 OF THE 24 SUPERINTENDENTS YIELDED INFORMATION FOR A DESCRIPTIVE ANALYSIS OF (1) THE PERCEIVED IMPORTANCE OF THE VOCATIONAL EDUCATION PORTION OF THE TOTAL BOND ELECTION CAMPAIGN, (2) CHANGES IN VOCATIONAL EDUCATION OFFERINGS SINCE THE ELECTIONS, (3) CHARACTERISTICS OF THE COMMUNITIES AND SCHOOL DISTRICTS, AND (4) ATTITUDES TOWARD THE NEWER AREA VOCATIONAL SCHOOLS AUTHORIZED BY THE FEDERAL VOCATIONAL EDUCATION ACT OF 1963. THE HISTORICAL DEVELOPMENT OF VOCATIONAL TRAINING, BOTH NATIONALLY AND IN IOWA, IS REVIEWED. TABULATED INFORMATION INCLUDES FACILITIES FOR WHICH BOND ISSUE APPROVAL WAS REQUESTED, COMMUNITY PERCEPTION OF THE ROLE OF VOCATIONAL EDUCATION IN THE SCHOOL CURRICULUM, AND SUPERINTENDENT'S PERCEPTION OF VOTER CONCERN ABOUT VOCATIONAL EDUCATION COSTS AND VOTER KNOWLEDGE OF SPECIFIC VOCATIONAL EDUCATION PROGRAMS. SUPERINTENDENTS FELT COMMUNITY ATTITUDES TOWARD BOND ISSUE ELECTIONS WERE LARGELY UNAFFECTED BY INCLUSION OF VOCATIONAL EDUCATION NEEDS IN THE BOND PROPOSAL. (JK)

ED014820 EA000993
IOWA SCHOOL BOND ISSUES. SUMMARY REPORT. BEAL, GEORGE M.; AND OTHERS, 66, 49P.

TO DETERMINE CAUSAL FACTORS IN THE SUCCESS OR FAILURE OF SCHOOL BOND ELECTIONS, A STUDY WAS MADE OF SCHOOL BOND ELECTION RESULTS FROM 1960 THROUGH 1964 IN THE 209 IOWA SCHOOL DISTRICTS MAINTAINING A PUBLIC HIGH SCHOOL, JUNIOR HIGH SCHOOL, OR COMMUNITY COLLEGE. SEVENTY-NINE PERCENT OF THE REPORTING DISTRICTS (154 OF 195 TOTAL) SUCCESSFULLY PASSED BOND ELECTIONS DURING THE FIVE-YEAR PERIOD. FINDINGS WERE DEVELOPED FROM A MAILED QUESTIONNAIRE RESPONSE OF SCHOOL DISTRICT SUPERINTENDENTS, AN ANALYSIS OF VOTER TURNOUT, AND A MULTIPLE REGRESSION ANALYSIS OF 29 INDEPENDENT VARIABLES, WITH PERCENTAGE OF AFFIRMATIVE VOTE AS THE DEPENDENT VARIABLE. FACTORS EVALUATED INCLUDED EXISTING SITUATIONAL VARIABLES, CHARACTERISTICS OF THE BOND PROPOSAL, ELECTION STRATEGY AND TIMING, COMMUNICATIONS TECHNIQUES USED, AND THE PERCEIVED REASONS FOR PASSAGE OR FAILURE OF THE BOND ISSUE. THE IMPORTANCE FOR BOND ELECTION SUCCESS OF THE VOCATIONAL EDUCATION PORTION OF A BOND ISSUE WAS STUDIED IN A SECONDARY PHASE OF THE ANALYSIS, THROUGH INTENSIVE INTERVIEWS WITH SUPERINTENDENTS OF 20 OF THE 24 DISTRICTS WHERE THE BOND ISSUE WAS RELATED TO VOCATIONAL EDUCATION. PRIMARY FINDINGS INCLUDED--(1) MOST COMMUNICATIONS MEDIA WERE NEGATIVELY RELATED TO ELECTION SUCCESS, (2) A COMMUNITY NORM OF BOND ELECTION PASSAGE OR FAILURE APPEARED TO BE OPERATIVE, (3) DIFFERENTIATION WAS MINIMAL BETWEEN ELECTIONS FOR VOCATIONALLY RELATED PURPOSES AND THOSE FOR OTHER PURPOSES, AND (4) THE LACK OF TRENDS AND SIGNIFICANT CORRELATIONS INDICATES THERE WAS AS MUCH VARIANCE WITHIN AS BETWEEN DISTRICTS STUDIED. (JK)

ED014837 EC001162
COMPARATIVE SURVEY OF SIXTEEN STATE DEPARTMENTS OF EDUCATION SERVICES TO EXCEPTIONAL CHILDREN. SURVEY REPORT, 1965-1966. APR67, 17P.

THIS SURVEY EXAMINED THE RELATIONSHIP OF FLORIDA TO STATES OF SIMILAR SIZE CONCERNING SERVICES AND SIZE OF STAFF FOR THE EDUCATION OF HANDICAPPED CHILDREN DURING 1965-1966 IN THESE SEVEN AREAS--SPEECH HANDICAPPED, SPECIAL LEARNING PROBLEMS (INCLUDING EMOTIONALLY DISTURBED, NEUROLOGICALLY IMPAIRED, BRAIN DAMAGED, SOCIALLY MALADJUSTED, AND DELINQUENT), EDUCABLE MENTALLY RETARDED, TRAINABLE MENTALLY RETARDED, PHYSICALLY HANDICAPPED, DEAF AND SEVERELY HARD OF HEARING, AND BLIND AND PARTIALLY SIGHTED. THE FOUR STATES SURVEYED WHICH WERE LARGER THAN FLORIDA IN TOTAL POPULATION WERE OHIO, ILLINOIS, NEW JERSEY, AND MICHIGAN. THE 11 SMALLER STATES INCLUDED MASSACHUSETTS, INDIANA, NORTH CAROLINA, MISSOURI, VIRGINIA, GEORGIA, WISCONSIN, TENNESSEE, MINNESOTA, ALABAMA, AND LOUISANA. EACH STATE DEPARTMENT OF EDUCATION REPORTED THE NUMBER OF TEACHERS EMPLOYED WITHIN THE PUBLIC SCHOOL PROGRAMS DURING 1965-1966. TEN TABLES REPORT THE NUMBER OF TEACHERS AND STUDENTS (AND STUDENT TEACHER RATIO) IN EACH AREA OF EXCEPTIONALITY, THE TOTAL POPULATION, AND THE SCHOOL POPULATION FOR EACH STATE. SIZES OF STATE STAFFS ARE REPORTED. (JA)

ED014863 EF000480
BOND ISSUE--WHAT SHALL WE DO. TECHNIQUES USED IN PROMOTING SCHOOL BOND ELECTIONS. MAR66, 90P.

THIS REPORT OUTLINES SUGGESTIONS FOR CONDUCTING SCHOOL BOND CAMPAIGNS. ONE OF THE FIRST STEPS AN ADMINISTRATOR SHOULD TAKE IS TO EVALUATE THE FACTORS IMPORTANT TO THE SELLING OF BONDS--STIMULATE INTEREST IN INVESTMENT DEALERS THEREBY INCREASING COMPETITION FOR BONDS, PREPARE A COMPLETE ACCURATE PROSPECTUS, CIRCULATE THE PROSPECTUS AMONG BOND DEALERS, ANSWER ALL INQUIRIES PROMPTLY AND ACCURATELY, IF NOT RATED, INVESTIGATE THE POSSIBILITY OF BECOMING RATED. ANOTHER PRE-CAMPAIGN MEASURE IS TO ESTABLISH LINES OF COMMUNICATION FOR DISSEMINATING INFORMATION TO THE PUBLIC. MASS MEDIA, PUBLIC SPEAKERS, AND CITIZENS COMMITTEES UTILIZING GRAPHS, CHARTS, ETC. MAY BE USED TO CARRY THE CAMPAIGN TO THE PUBLIC. A PUBLIC RELATION PROGRAM IS SUGGESTED AS A MEANS FOR STIMULATING COMMUNITY ACTION. SAMPLES OF SPEECHES, BROCHURES, GRAPHS, BLUEPRINTS, FINANCIAL REPORTS AND OTHER CAMPAIGN MATERIALS ARE CITED IN THE REPORT. (GM)

ED014865 EF000534
A SCHOOL FOR ALL SEASONS. JUN66, 6P.

THIS REPORT DESCRIBES A HIGH SCHOOL IN CALIFORNIA INCORPORATING FLEXIBILITY TO ACOMMODATE ALMOST ANY FORESEEABLE EDUCATIONAL CHANGE. STUDENTS MOVE IN THE MIDST OF A COMPACT ENVIRONMENT IN WHICH ALMOST EVERY SQUARE FOOT OF SPACE IS USABLE ACADEMIC SPACE. EACH DEPARTMENT SUBCOURT COMPLEX IS SITUATED SO AS TO BRING ALL STUDENTS INTO SOME CONTACT WITH ALL THE ACADEMIC DISCIPLINES SOMETIME DURING THE COURSE OF EACH DAY. THE NEARLY 2.5 MILLION CU. FT. INTERIOR IS CLOSED OFF FROM THE OUTSIDE BY SOLID WALL. SKYLIGHTS, A PROFUSION OF PLANTINGS, AND CO-ORDINATED COLORS WITH COLOR ACCENTS ATTEMPT TO PROVIDE A BUILT-IN OUTDOOR ENVIRONMENT. THE STRUCTURAL FRAME IS A REINFORCED PRESTRESSED CONCRETE. A 5-FOOT GRID IS THE BASIC MODULE USED THROUGHOUT THE BUILDING. ALL INTERIOR WALLS ARE NON-LOAD BEARING AND MADE UP OF DEMOUNTABLE DOUBLE STEEL PANELS. THE WALLS ARE INSTALLED UNDER A SUSPENDED CEILING PLENUM WHICH HOUSES THE UTILITIES AND ELECTRICAL WIRING. ACCORDION AND FOLDING WALLS ADD INSTANT FLEXIBILITY TO THE ARRANGEMENT POTENTIAL OFFERED BY THE DEMOUNTABLE STEEL PANELS. TEMPERATURE CONTROL IS ACHIEVED WITHOUT A CENTRAL HEATING SYSTEM. A FEW ELECTRICAL HEATING PANELS ARE SPOTTED IN CRITICAL AREAS. THE PRINCIPAL SOURCE OF HEAT DERIVES FROM THE BODY TEMPERATURE OF THE BUILDING INHABITANTS AND THE LIGHTING. CARPETING IS AN ESSENTIAL FEATURE OF THE OPEN PLAN CONCEPT. THE POTENTIAL OFFERED BY THIS FACILITY FOR FLEXIBLE SCHEDULING AND CURRICULUM EXPERIMENTATION IS ALMOST LIMITLESS. THE REPORT INCLUDES BUILDING AND CARPETING COSTS, PHOTOGRAPHS, AND FLOOR PLAN. (RK)

ED014872 EM003455
TELEVISION AND EDUCATION, A BIBLIOGRAPHY. DEC60, 9P.

THIS PARTIALLY ANNOTATED BIBLIOGRAPHY LISTS PUBLICATIONS RELATED TO EDUCATIONAL AND INSTRUCTIONAL TELEVISION. (MS)

ED014874 EM004006
REPORT OF CONFERENCE ASSEMBLED TO CONSIDER RECOMMENDATIONS RELATIVE TO A POSSIBLE REVIEW AND ASSESSMENT OF RESEARCH AND DISSEMINATION PROJECTS CONDUCTED UNDER TITLE VII OF THE NATIONAL DEFENSE EDUCATION ACT OF 1958. RYANS, D.; AND OTHERS, 20NOV61, 14P.

THIS REPORT SUMMARIZES THE RECOMMENDATIONS OF A CONFERENCE WHICH MET TO CONSIDER WHETHER THE U.S. OFFICE OF EDUCATION SHOULD UNDERTAKE AN ASSESSMENT OF THE IMPACT OF ITS TITLE VII PROGRAM ON AMERICAN EDUCATION. IT IS RECOMMENDED THAT SUCH AN EFFORT INCLUDE AN OVERVIEW OF THE ENTIRE FIELD OF EDUCATION, WITH FOCUS ON THE FIELD OF EDUCATIONAL MEDIA. TO BE OF MAXIMUM VALUE, THE ASSESSMENT SHOULD BE COMPLETED AS QUICKLY AS POSSIBLE. A PROPOSED STUDY IS OUTLINED IN 2 PARTS. THE FIRST PART SUGGESTS WORK TO BE DONE--(1) AN OVERVIEW OF EDUCATION, WITH RECOMMENDATIONS FOR FUTURE DEVELOPMENTS, (2) AN ANALYSIS OF THE CURRENT STATUS OF EDUCATIONAL MEDIA, AND (3) AN ANALYSIS OF TITLE VII RESEARCH AND DISSEMINATION PROJECTS. THE SECOND PART GIVES THE ESTIMATED COSTS OF THE STUDY. (MS)

ED014889 EM004047
A STUDY IN THE DEVELOPMENT OF COOPERATIVE STATE LEADERSHIP IN EDUCATIONAL MEDIA. FINAL REPORT. 66, 78P.

THIS STUDY WAS DEVELOPED AND DIRECTED BY MEMBERS OF THE ASSOCIATION OF CHIEF STATE SCHOOL AUDIOVISUAL OFFICERS (ACSSAVO). ITS OBJECTIVES WERE (1) TO IDENTIFY PROBLEMS IN THE USE OF EDUCATIONAL MEDIA, WHICH MIGHT BE SOLVED BY STATE EDUCATION AGENCIES, (2) TO CATEGORIZE THESE PROBLEMS BY LOCATION AND FREQUENCY, (3) TO EXCHANGE INFORMATION REGARDING THEIR SOLUTION IN DIFFERENT STATES, (4) TO IMPROVE DISSEMINATION AND USE OF RESULTS OF MEDIA RESEARCH, (5) TO DEVELOP A STRATEGY FOR DEALING WITH PROBLEMS OF SPECIAL CONCERN, AND (6) TO DEVELOP AN EDUCATIONAL COMMUNICATIONS PROGRAM FOR CONTINUED COOPERATION AMONG STATES. THE STUDY CONSISTED OF 2 MAJOR CONFERENCES, ONE AT VAIL, COLORADO, AND ONE AT DES MOINES, IOWA, AND 3 MEETINGS OF THE STEERING COMMITTEE. THE STUDY WAS LARGELY SUCCESSFUL IN ACHIEVING ITS GOALS. OF SPECIAL NOTE WAS THE DEVELOPMENT OF QUANTITATIVE AND QUALITATIVE STANDARDS FOR INSTRUCTIONAL MATERIALS AND EQUIPMENT, AND OF COOPERATIVE STATE LEADERSHIP IN EDUCATIONAL MEDIA. (MS)

ED014898 EM005592
TV FOR MONTANA EDUCATION, REPORT OF THE MONTANA EDUCATIONAL TELEVISION COMMITTEE. JUN62, 90P.

THIS DOCUMENT IS A FULL REPORT OF THE MONTANA EDUCATIONAL TELEVISION COMMITTEE. IT CONTAINS DETAILED INFORMATION ON THE FOLLOWING POINTS, AS WELL AS PLANS FOR EDUCATIONAL TV DEVELOPMENT IN MONTANA--(1) MONTANA HAS GROWING NEEDS FOR IMPROVEMENT OF EDUCATIONAL METHODS, (2) EDUCATIONAL TV IS ENRICHING AND EXPANDING INSTRUCTIONAL PROGRAMS IN THE U.S., (3) EDUCATIONAL TV HAS BEEN INTENSIVELY STUDIED AND TESTED, (4) TV HAS POTENTIAL FOR USE IN MONTANA SCHOOLS, (5) MONTANA HAS RESOURCES WHICH CAN BE DISTRIBUTED TO THE WHOLE STATE VIA EDUCATIONAL TV, AND (6) DEVELOPMENT OF INSTRUCTIONAL TV IN MONTANA CAN BE PRACTICAL. (MS)

ED014905 EM006006
DESIGN FOR ETV--PLANNING FOR SCHOOLS WITH TELEVISION. CHAPMAN, DAVE; AND OTHERS, 60, 100P.

ON THE PREMISE THAT THE DESIGN OF A SCHOOL, ITS SPACES AND FACILITIES MUST PERMIT AND SUPPORT THE EDUCATIONAL FUNCTION, THIS STUDY CONSIDERS THE POTENTIAL EFFECTS OF TV ON FUTURE SCHOOL STRUCTURE AND FACILITIES. THE CONCLUSION IS THAT NO SPECIAL ARCHITECTURAL ALLOWANCE NEED BE IMPOSED FOR TV RECEPTION IN THE SCHOOL BEYOND PROVISIONS FOR CABLE CONDUITS FOR CLOSED-CIRCUIT TRANSMISSION AND FOR STUDIOS USED TO ORIGINATE A PROGRAM. HOWEVER, DETAILED GUIDELINES FOR PLANNING FUTURE FACILITIES ARE PRESENTED IN COLOR SKETCHES AND PICTURES THROUGHOUT THE REPORT. THE INFORMATION WAS GATHERED THROUGH INTERVIEWS AND DISCUSSIONS WITH TEACHERS AND ADMINISTRATORS ACROSS THE U.S. CHAPTER 1 INCLUDES NUMERICAL, PERCENTAGE, AND COST DATA REGARDING CURRENT AND FUTURE STUDENT-TEACHER-SPACE RELATIONSHIPS. CHAPTER 2 DIAGRAMS TV SYSTEMS FOR VARYING SCHOOL NEEDS. CHAPTER 3 DETAILS THE RELATIONSHIP OF TEACHING IMAGE TO GROUP SIZE, VIEWING ANGLES AND DISTANCES, AND DISCUSSES ACOUSTICS, LIGHTING AND VENTILATION. CHAPTERS 4 AND 5 SKETCH EQUIPMENT AND SPACE DESIGNS. THE REPORT ENDS WITH BACKGROUND FACTS AND SOURCES, INCLUDING EQUIPMENT AND COST INFORMATION, AND A GLOSSARY. ADDITIONAL COPIES ARE AVAILABLE FROM THE OFFICE OF EDUCATIONAL FACILITIES LABORATORIES, INC., 477 MADISON AVE., NEW YORK 22, N.Y. (LH)

ED014906 EM006007
A STUDY OF THE CONCENTRATION OF EDUCATIONAL MEDIA RESOURCES TO ASSIST IN CERTAIN EDUCATION PROGRAMS OF NATIONAL CONCERN. PART II--EDUCATIONAL MEDIA AND VOCATIONAL EDUCATION. FINAL REPORT. FINN, JAMES D.; AND OTHERS, 31MAY67, 213P.

THIS STUDY EXPLORED THE ROLE OF EDUCATIONAL MEDIA IN VOCATIONAL EDUCATION, TO ASSIST THE U.S. OFFICE OF EDUCATION IN FORMING EDUCATIONAL POLICY. 4 APPENDED POSITION PAPERS AND THE SECTIONS ON RESULTS AND RECOMMENDATIONS ARE THE MAIN ELEMENTS OF THE REPORT. THE STUDY RESULTS ARE A SERIES OF OBSERVATIONS ON VOCATIONAL EDUCATION'S INADEQUACIES IN (1) THE GENERAL USE OF MEDIA, (2) INSTRUCTIONAL MEDIA MATERIALS, (3) FACILITIES AND EQUIPMENT, AND (4) PERSONNEL TRAINING AND INFORMATION DISSEMINATION. A RECOMMENDATION THAT THE USOE RECOGNIZE THE GREAT CONTRIBUTIONS EDUCATIONAL MEDIA AND MEDIA SYSTEMS CAN MAKE TO VOCATIONAL EDUCATION IS SUPPORTED BY SPECIFICS URGING A NATIONAL PROGRAM TO PREPARE OCCUPATIONAL INFORMATION IN NEW MEDIA FORMS, NATIONAL CURRICULUM AND COURSE DEVELOPMENT PROJECTS, A MEDIA EVALUATION PROJECT, A PROJECT TO IDENTIFY AND MAKE AVAILABLE MEDIA MATERIALS DEVELOPED IN BUSINESS-

INDUSTRY AND MILITARY GOVERNMENT, A SYSTEM PROVIDING INFORMATION ON NEEDED CHANGES IN MEDIA, USOE LEADERSHIP IN FORMING STANDARDS FOR INSTRUCTIONAL HARDWARE, A USOE PROGRAM OF MEDIA INFORMATION DISSEMINATION, MEDIA INSTITUTES FOR TEACHERS OF VOCATIONAL-TECHNICAL COURSE, AND THE ESTABLISHMENT OF AN AGENCY WITHIN THE USOE RESPONSIBLE FOR EDUCATIONAL MEDIA. (MS)

ED015026 PS000282
FACTORS INFLUENCING THE RECRUITMENT OF CHILDREN INTO THE HEAD START PROGRAM, SUMMER 1965--A CASE STUDY OF SIX CENTERS IN NEW YORK CITY. STUDY II. STEIN, ANNIE; WOLFF, MAX, 18AUG66, 31P.

TO RESOLVE THE QUESTION OF WHY SOME PARENTS SENT ELIGIBLE CHILDREN TO HEAD START AND SOME DID NOT, A STUDY WAS MADE OF SIX HEAD START CENTERS IN NEW YORK CITY. THE STUDY SAMPLE WAS COMPOSED OF THE THREE CENTERS HAVING THE BEST RECRUITMENT RECORD AND THE THREE HAVING THE POOREST. EACH GROUP HAD ONE NEGRO, ONE PUERTO RICAN, AND ONE MIXED SCHOOL. MATCHED SETS OF 150 HEAD START AND 150 NON-HEAD START CHILDREN FROM THESE SCHOOLS WERE CHOSEN. THEIR PARENTS WERE INTERVIEWED BY INTERVIEWERS OF THE MATCHING ETHNIC GROUP. FINDINGS WERE THAT SOME ELIGIBLE FAMILIES HAD THE MEANS TO PROVIDE OTHER SUMMER PROGRAMS AS ALTERNATES AND SO DID NOT ENROLL THEIR CHILDREN. SOME LOW INCOME PARENTS HELD HIGH EDUCATIONAL ASPIRATIONS FOR THEIR CHILDREN AND ENROLLED THEM TO HELP REALIZE THEIR GOALS. INTERVIEWS BY INDIGENOUS PERSONNEL WERE FOUND TO BE MOST EFFECTIVE IN RECRUITING. ETHNIC BACKGROUND AFFECTED PARENTAL REASONS FOR ENROLLMENT. FOR INSTANCE, PUERTO RICAN MOTHERS WANTED THEIR CHILDREN TO BE EXPOSED TO SITUATIONS OUTSIDE THEIR OWN CULTURAL EXPERIENCE. THE MOST COMMON REASON FOR ENROLLMENT WAS THAT HEAD START WOULD HELP CHILDREN ADJUST SOCIALLY TO SCHOOL. SOME PARENTS GAVE EDUCATION, RECREATION, AND CHILD CARE AS REASONS FOR ENROLLMENT. THE MOST COMMON REASON FOR NOT ENROLLING CHILDREN WAS THE LACK OF ENROLLMENT INFORMATION. INTERVIEWS REVEALED ENTHUSIASM FOR HEAD START AND A NEED FOR MORE EFFECTIVE RECRUITMENT. (SEE ALSO PS 000 281, PS 000 283, PS 000 284, PS 000 285, PS 000 286.) (LG)

ED015034 RC000308
LEAVE OF ABSENCE PRACTICES IN SOUTH DAKOTA SCHOOLS--SCHOOL YEAR 1964-65. 65, 35P.

IN ADDITION TO SCHOOL POLICIES RELATING TO TEACHER LEAVES OF ABSENCE IN SOUTH DAKOTA, STATE BY STATE SUMMARIES OF EDUCATIONAL LEGISLATION REGARDING SICK LEAVE, MATERNITY LEAVE, AND SABBATICAL LEAVE ARE PRESENTED IN THIS DOCUMENT. OF THE 228 RESPONDING SCHOOLS IN SOUTH DAKOTA, 215 REPORTED EXISTING SICK LEAVE POLICIES. THE MAJORITY OF RESPONDING SCHOOLS ALLOW FIVE DAYS FOR YEARLY AND CUMMULATIVE SICK LEAVE, WITH PERSONAL ILLNESS, AND ILLNESS OR DEATH IN THE IMMEDIATE FAMILY BEING THE MOST COMMON REASONS FOR GRANTING SICK LEAVE. IT WAS ALSO REPORTED THAT NEARLY HALF OF THE SCHOOLS DO NOT PAY TEACHERS IF SICK LEAVE HAS BEEN EXHAUSTED. ATTENDANCE AT PROFESSIONAL MEETINGS WITH PAY IS ALMOST STANDARD POLICY. MANY SCHOOLS INDICATED NO POLICY FOR SCHOOL VISITATIONS, JURY DUTY, RELIGIOUS HOLIDAYS, MATERNITY LEAVE, SABBATICAL LEAVE, AND SERVING ON LEGISLATIVE BODIES. THE SECTION ON SOUTH DAKOTA CONCLUDES WITH DATA WHICH INDICATES--(1) VERY FEW TEACHERS ABUSE SICK LEAVE POLICY, AND (2) THE MAJORITY OF SCHOOL SYSTEMS FAVOR A STATE-WIDE SICK LEAVE POLICY. THE FINAL PART OF THE DOCUMENT IS DEVOTED TO A STATE BY STATE SUMMARY OF EDUCATIONAL LEGISLATION REGARDING SICK LEAVE, MATERNITY LEAVE, AND SABBATICAL LEAVE FOR TEACHERS. (JS)

ED015049 RC001990
AN UMBRELLA OF THREE EDUCATIONAL IMPROVEMENT PROGRAMS - ONE EACH IN--OVERTON COUNTY, TENNESSEE, WEWAHITCHKA, FLORIDA, WHEELER COUNTY, GEORGIA. THE RURAL EDUCATION IMPROVEMENT PROJECT. 67, 9P.

UNDER THE SPONSORSHIP OF THE DANFORTH AND NOYES FOUNDATIONS, A CONSORTIUM OF EDUCATIONAL INSTITUTIONS, ORGANIZATIONS, AND AGENCIES HAVE COLLABORATED IN AN EFFORT TO IMPROVE THE ACADEMIC PERFORMANCE OF DISADVANTAGED YOUTHS IN SPECIFIED RURAL AREAS. SPECIFIC EDUCATIONAL OBJECTIVES OF THE PROJECT ARE--(1) EFFECTIVELY INTERVENE SO THAT A CYCLE OF ACCUMULATED DEFICITS IN CERTAIN LEARNING SKILLS WILL BE INTERRUPTED, (2) DEMONSTRATE THAT AS RURAL SCHOOL STUDENTS IMPROVE THEIR ACADEMIC PERFORMANCE, THE PARENTS, TEACHERS, AND LAYMEN WILL IMPROVE THEIR UNDERSTANDING OF AND EMPATHY TOWARD THE STUDENTS, AND (3) DEMONSTRATE THAT STUDENTS WILL RECEIVE MANY BENEFITS WHEN THE RESEARCH AND THEORY OF COLLEGE AND UNIVERSITY PERSONNEL ARE COMBINED WITH THE PRACTICAL KNOW-HOW OF ELEMENTARY AND SECONDARY SCHOOL EDUCATORS. RURAL SCHOOL SYSTEMS IN THREE COUNTIES ARE PARTICIPATING IN THIS PROJECT WHICH INVOLVES 5,481 STUDENTS. ELEVEN INTERVENTION COMPONENTS, WHICH ARE BEING USED TO ACCOMPLISH THE FIRST OBJECTIVE, ARE LISTED IN THE REPORT. SIX OF THESE COMPONENTS ARE COMMON TO ALL THREE COUNTIES. THE REPORT CONCLUDES WITH A LIST OF KEY PERSONNEL, THEIR POSITIONS, AND THE INSTITUTIONS, AGENCIES, OR ORGANIZATIONS THEY REPRESENT. (JS)

ED015057 RC002043
APPALACHIA EDUCATIONAL LABORATORY. INTERIM REPORT, APRIL 1, 1966. 04APR66, 109P.

A NATIONAL NETWORK OF EDUCATIONAL LABORATORIES HAS BEEN CREATED TO CONDUCT EDUCATIONAL RESEARCH AND RESEARCH RELATED ACTIVITIES. THE SPECIFIC OBJECTIVES OF THE LABORATORIES ARE--(1) REDUCE CULTURAL DISADVANTAGEMENT, (2) MODERNIZE THE CURRICULUM, (3) COMBAT REGIONAL ISOLATION, (4) IMPROVE THE TRANSITION FROM SCHOOL TO WORK, (5) RAISE EDUCATIONAL ASPIRATIONS AND EXPECTATIONS, AND (6) SPEED THE ADOPTION OF SOUND EDUCATIONAL CHANGE. THE APPALACHIA EDUCATIONAL LABORATORY WAS DESIGNED TO PROVIDE RAPID INTERSCHOOL COMMUNICATION AND INFORMATION EXCHANGE THROUGH COMPUTERIZED INFORMATION RETRIEVAL TECHNIQUES. INCLUDED ARE PROGRAM ABSTRACTS WHICH DESCRIBE A PRESCHOOL EDUCATION PROJECT, A PRIMARY EDUCATION PROGRAM IN LANGUAGE INSTRUCTION, A PROJECT TO RAISE EDUCATIONAL ASPIRATIONS AND ACADEMIC ACHIEVEMENTS, A HIGH SCHOOL COUNSELING AND PLACEMENT PROGRAM, AN ARTS AND HUMANITIES PROGRAM, AND CASE STUDIES IN THE PROCESS OF ATTITUDE CHANGE. THE REPORT CONCLUDES WITH A DESCRIPTION OF THE ORGANIZATION, BUDGET, FORMS, CONSTITUTION OF THE LABORATORY ASSOCIATION, AND STATISTICAL DATA ON THE REGION. (JS)

ED015060 RC002049
AN OVERVIEW OF COMMUNITY AND AREA PLANNING FOR RURAL YOUTH. 23OCT67, 8P.

COMPREHENSIVE PLANNING FOR RURAL YOUTH CAN BE ACCOMPLISHED THROUGH THE EXISTING ORGANIZATIONAL STRUCTURE PROVIDED BY RURAL AREAS DEVELOPMENT (RAD), WHOSE CENTRAL IDEA IS ORGANIZING COMMUNITY LEADERS TO IDENTIFY PROBLEMS, INVENTORY RESOURCES, AND FURTHER ORGANIZE AND PLAN TO DO SOMETHING ABOUT THESE PROBLEMS. HOWEVER, WHEN COMMUNITY LEADERS FAIL TO ASSUME THIS RESPONSIBILITY AT THE LOCAL LEVEL, THE STATE SHOULD TAKE ACTION, AND WHEN STATES FAIL TO MEET THEIR RESPONSIBILITIES, THE FEDERAL GOVERNMENT SHOULD TAKE ACTION. THESE REINFORCEMENTS MUST BE APPLIED WHEN NEEDED, BUT THIS DOES NOT MEAN THAT THE SAME KIND OF PROGRAMS CAN BE UTILIZED TO SOLVE YOUTH PROBLEMS IN EVERY SITUATION. TO INSURE AN EFFECTIVE JOB IN PLANNING FOR SOLUTIONS TO PROBLEMS OF RURAL YOUTH, WE MUST--(1) PROVIDE FACTUAL INFORMATION TO THE DECISION MAKERS, (2) INVOLVE BOTH POLITICIANS AND THOSE NOT SUBJECT TO POLITICAL PRESSURES, (3) TEACH PRINCIPLES OF ECONOMIC DEVELOPMENT, DEMOCRATIC GROUP ACTION, AND LEADERSHIP, (4) DO A BETTER JOB OF PUBLIC RELATIONS, AND (5) PUT MORE EFFORT IN THE PLANNING. THIS SPEECH WAS PRESENTED AT THE NATIONAL OUTLOOK CONFERENCE ON RURAL YOUTH, OCTOBER 23-26, 1967, WASHINGTON, D. C., SPONSORED JOINTLY BY THE U. S. DEPARTMENTS OF AGRICULTURE, HEALTH, EDUCATION, AND WELFARE, INTERIOR, AND LABOR, OEO, AND THE PRESIDENT'S COUNCIL ON YOUTH OPPORTUNITY. (ES)

ED015064 RC002055
VOCATIONAL EDUCATION AND RURAL YOUTH. 23OCT67, 8P.

THE RURAL POPULATION IS RAPIDLY MOVING INTO THE CITIES IN SEARCH OF EMPLOYMENT OPPORTUNITY, BUT MANY OF THESE RURAL MIGRANTS ARE UNABLE TO OBTAIN EMPLOYMENT DUE TO A LACK OF EDUCATION. TO COMBAT THIS SITUATION, SCHOOLS SHOULD OFFER MORE VOCATIONAL EDUCATION. FOUR PREMISES THAT ARE VITAL FOR A SUCCESSFUL EDUCATIONAL PROGRAM ARE--(1) IT COSTS LESS TO TRAIN STUDENTS BEFORE THEY LEAVE SCHOOL, (2) SCHOOLS MUST DEVELOP PROGRAMS THAT WILL KEEP STUDENTS IN SCHOOL, (3) SCHOOLS MUST ASSUME RESPONSIBILITY FOR HELPING STUDENTS MAKE THE TRANSITION FROM SCHOOL TO THE NEXT STEP IN LIFE, AND (4) SCHOOLS AND COLLEGES MUST BECOME MORE INVOLVED IN ADULT EDUCATION. IN ADDITION TO THE RESPONSIBILITIES OF THE SCHOOLS, BUSINESS, INDUSTRY, AND GOVERNMENT SHOULD ENTER INTO FULL PARTNERSHIP WITH EDUCATION. FURTHER HELP CAN BE GIVEN TO RURAL YOUTH BY DEVELOPMENT OF A RURAL EDUCATION PROGRAM WITH EMPHASIS ON AGRICULTURAL PRODUCTION. EMPLOYMENT OPPORTUNITIES IN RELATED FIELDS SHOULD ALSO BE MADE KNOWN TO STUDENTS. THE SPEECH CONCLUDES WITH SEVERAL QUOTES OF PRESIDENT JOHNSON PERTAINING TO THE IMPORTANCE OF AGRICULTURE IN THE FUTURE OF OUR NATION. THIS SPEECH WAS PRESENTED AT THE NATIONAL OUTLOOK CONFERENCE ON RURAL YOUTH, OCTOBER 23-26, 1967, WASHINGTON, D. C., SPONSORED JOINTLY BY THE U. S. DEPARTMENTS OF AGRICULTURE, HEALTH, EDUCATION, AND WELFARE, INTERIOR, AND LABOR, OEO, AND THE PRESIDENT'S COUNCIL ON YOUTH OPPORTUNITY. (JS)

ED015074 RC002139
REVITALIZING RURAL AMERICA--PROBLEMS AND PROMISES. 23OCT67, 6P.

THE GROWING NATIONAL COMMITMENT TO THE REVITALIZATION OF RURAL AMERICA STEMS IN LARGE PART FROM RECENT PROBLEMS AND TROUBLES BEING EXPERIENCED IN URBAN AREAS. THESE PROBLEMS HAVE BEEN FURTHER AGGRAVATED BY THE RURAL TO URBAN MIGRATION WHICH TENDS TO INFLATE THE ALREADY OVERCROWDED CITIES. SOME SPECIFIC STEPS WHICH CAN BE TAKEN TO REVITALIZE OUR RURAL COMMUNITIES INCLUDE--(1) PROVISION OF MORE RURAL EMPLOYMENT OPPORTUNITIES, (2) EXPANSION OF RURAL EDUCATIONAL OPPORTUNITIES TO INCLUDE MORE VOCATIONAL EDUCATION, (3) INCREASE IN CREDIT FOR MORE RURAL BUSINESSES, (4) MORE AND IMPROVED RURAL HOUSING, (5) MORE EQUITABLE GEOGRAPHICAL DISTRIBUTION IN FEDERAL SPENDING AND PROCUREMENT PROGRAMS, (6) MORE EFFECTIVE COORDINATION OF FEDERAL PROGRAMS, (7) STRENGTHENING THE INSTITUTION OF THE FAMILY FARM. THIS SPEECH WAS PRESENTED AT THE NATIONAL OUTLOOK CONFERENCE ON RURAL YOUTH, OCTOBER 23-26, 1967, WASHINGTON, D. C., SPONSORED JOINTLY BY THE U. S. DEPARTMENTS OF AGRICULTURE, HEALTH, EDUCATION, AND WELFARE, INTERIOR, AND LABOR, OEO, AND THE PRESIDENT'S COUNCIL ON YOUTH OPPORTUNITY. (ES)

ED015136 SE003785
EDUCATIONAL PLANNING--AN INVENTORY OF MAJOR RESEARCH NEEDS. COOMBS, PHILIP H.; AND OTHERS, 65.
DOCUMENT NOT AVAILABLE FROM EDRS.

URGENT CONTEMPORARY EDUCATIONAL RESEARCH NEEDS AS SEEN FROM THE VANTAGE POINT OF BOTH PRODUCERS AND CONSUMERS OF RESEARCH ARE IDENTIFIED IN THIS REPORT. THE DOCUMENT, WHICH COVERS 25 POSSIBLE AREAS OF RESEARCH, SUGGESTS THOSE RESEARCH TOPICS WHICH, IN THE OPINION OF SELECTED CONSULTANTS, ARE CONSIDERED TO BE PARTICULARLY USEFUL AND IMPORTANT AS WELL AS FEASIBLE. SHOWING HOW SUCH RESEARCH CAN CONTRIBUTE TO A BETTER KNOWLEDGE OF THE WHOLE FIELD OF EDUCATIONAL PLANNING, THE DOCUMENT TREATS EACH TOPIC AS A "PROJECT" AND SUGGESTS IN GENERAL TERMS HOW EACH MIGHT BE APPROACHED, ALLOWING RESEARCHERS THEMSELVES TO WORK OUT THE DETAILS TO FIT THEIR OWN CONDITIONS AND INCLINATIONS. THE PROJECTS ARE PRESENTED UNDER SIX MAIN HEADINGS--(1) EDUCATIONAL COSTS AND EFFICIENCY, (2) FINANCING EDUCATION, (3) TEACHERS, (4) MANPOWER ASPECTS, (5) THE PLANNING PROCESS, AND (6) INTERNATIONAL ASPECTS OF EDUCATIONAL PLANNING. THIS REPORT IS THE THIRD IN A SERIES OF PUBLICATIONS BY THE INTERNATIONAL INSTITUTE FOR EDUCATIONAL PLANNING. THE INSTITUTE'S FIRST REPORT WAS A COMPREHENSIVE BIBLIOGRAPHY ON EDUCATION PLANNING. THE SECOND REPORT WAS A DIRECTORY OF INSTITUTIONS IN THIRTY COUNTRIES DOING RESEARCH AND TRAINING IMPORTANT TO EDUCATIONAL PLANNING. THIS DOCUMENT IS AVAILABLE FROM THE INTERNATIONAL INSTITUTE FOR EDUCATIONAL PLANNING, 7, RUE EUGENE-DELACROIX, PARIS 16E. (PD)

ED015158 SP001384
THE STRUGGLE FOR CONTROL OF EDUCATION. 7OCT67, 25P.

THIS PAPER EXAMINES THE EMERGING CONFLICT BETWEEN LOCAL AND STATE GOVERNMENTS OR LOCAL AND FEDERAL GOVERNMENTS OVER VARIOUS EDUCATIONAL POLICIES THAT HAVE ARISEN BECAUSE OF THE NUMEROUS AGENCIES WHO ARE BOTH INTERESTED IN AND AFFECTED BY A CHILD'S EDUCATION. THE AUTHOR, AFTER REVIEWING THESE ISSUES, DISCUSSES THE EFFECT THIS CONFLICT WILL HAVE UPON CANADIAN AND UNITED STATES SCHOOLS OF THE FUTURE. THE ISSUES EXAMINED ARE--THE DIFFERENTIAL EDUCATIONAL OPPORTUNITIES FOR CHILDREN OF VARYING ECONOMIC AND SOCIAL BACKGROUNDS, THE LOCAL NATIONAL CONFLICT OVER THE ISSUE OF MINORITY RIGHTS, THE FLUCTUATING POSITIONS OF SCHOOLS AS INSTRUMENTS OF SOCIAL CHANGE, AND THE STRUGGLE OVER THE DEVELOPMENT OF UNIFORM EDUCATIONAL STANDARDS. THE AUTHOR POINTS OUT THAT THE FEDERAL GOVERNMENT ACTS AS A SUPPLEMENTING AGENT TO THE INDIVIDUAL'S POWER STRUGGLE WHEN THAT POWER IS DEFICIENT AT THE LOCAL LEVEL. USING A HYPOTHETICAL CONTROL SYSTEM, THE AUTHOR ASSESSES THE VALUE OF THE VARYING TYPES AND DEGREES OF NATIONAL AND STATE INTERVENTION INTO LOCAL ISSUES. THIS PAPER WAS PREPARED FOR A "SYMPOSIUM ON SOCIAL POLICY--LOCAL CONTROL OF EDUC.," OCT. 5-7, 1967, COLLEGE OF EDUC., UNIV. OF SASKATCHEWAN. (AF)

ED015165 SP001399
TESTS FOR THE EVALUATION OF SCHOOL DISTRICT POLICIES ON TEACHER'S SALARIES. 67, 23P.
HC NOT AVAILABLE FROM EDRS.

THE NATIONAL EDUCATION ASSOCIATION'S 1967-68 EVALUATIVE INSTRUMENT FOR SALARY SCHEDULES OF CLASSROOM TEACHERS CONSISTS OF 10 TESTS, EACH WITH A MAXIMUM SCORE OF 100 POINTS. IT IS DIVIDED INTO TWO SECTIONS (1) THE ADEQUACY OF THE AMOUNTS SCHEDULED AND (2) THE STRUCTURE OF THE SCHEDULE IN TERMS OF DESIRABLE PRACTICES. THE 10 TESTS ARE (A) DOLLAR AMOUNT OF THE MINIMUM SALARY FOR THE BACHELOR'S DEGREE, (B) DOLLAR DIFFERENCES BETWEEN THE MINIMUM AND STEP 11 OF THE BACHELOR'S DEGREE CLASS, (C) DOLLAR AMOUNT OF THE SALARY FOR THE MASTER'S DEGREE CLASS AT STEP 11, (D) DOLLAR DIFFERENCES BETWEEN BACHELOR'S AND MASTER'S DEGREE CLASSES AT STEP 11, (E) THE AMOUNT OF THE MAXIMUM SALARY FOR THE HIGHEST CLASS NOT REQUIRING AN EARNED DOCTOR'S DEGREE, (F) RATIO OF THE MINIMUM SALARY FOR THE MASTER'S DEGREE TO THE MINIMUM FOR THE BACHELOR'S DEGREE, (G) RATIO OF THE AMOUNT FOR THE MASTER'S DEGREE AT STEP 11 TO THE MINIMUM FOR THE BACHELOR'S DEGREE, (H) RATIO OF THE MAXIMUM SALARY FOR SIX YEARS OF PREPARATION TO THE MINIMUM FOR THE BACHELOR'S DEGREE, (I) INCREMENTS IN THE MASTER'S DEGREE CLASS, AND (J) RECOGNITION OF ANY AND ALL PREPARATION BEYOND THE BACHELOR'S DEGREE. THIS DOCUMENT IS AVAILABLE FROM THE NATIONAL EDUCATION ASSOCIATION, 1201 SIXTEENTH STREET, N.W., WASHINGTON, D.C. 20036. (AW)

ED015166 SP001400
RECENT DEVELOPMENTS IN EDUCATIONAL RESEARCH METHODOLOGY. KLEINKE, DAVID J.; PRUZEK, ROBERT M., 13NOV67, 10P.

298 EDUCATIONAL AND PSYCHOLOGICAL RESEARCH PAPERS PUBLISHED IN 5 JOURNALS DURING 1966-67 WERE CLASSIFIED ON THE BASIS OF SPONSORSHIP, AUTHORS' GENERAL INTENTIONS, DESIGN, ASSUMPTIONS, AND ANALYSIS. ADVANCES IN STATISTICAL THEORY (INCLUDING WORK ON GENERAL ANALYSIS OF VARIANCE DESIGNS, HYPOTHESIS TESTING IN FACTOR ANALYSIS, MULTIVARIATE ANALYSIS, FACTOR ANALYSIS, AND NON-METRIC DATA ANALYSIS) ARE DISCUSSED. BECAUSE OF THE RECENT PROLIFERATION OF STATISTICAL METHODOLOGY, RESEARCH IS SUGGESTED ON WHETHER DIFFERENT METHODS LEAD TO SUBSTANTIALLY DIFFERENT INTERPRETATIONS OF DATA, AND WHETHER ALGORITHMS ARE COMPUTED DIFFERENTLY WHEN MACHINES AND PROGRAMS OF DIFFERENT DESIGNS ARE EMPLOYED. IN GENERAL, INCREASED USE OF MULTIVARIATE METHODS IS RECOMMENDED. PAPER READ AT 1967 RESEARCH CONVOCATION OF THE EDUC. RES. ASSOC. OF N.Y. STATE (ALBANY, NOV. 1967). (AF)

ED015183 TE000110
THE EIGHT YEAR REPORT OF THE EXECUTIVE SECRETARY. NOV67, 50P.

AFTER EIGHT YEARS OF PROVIDING ADMINISTRATIVE LEADERSHIP, THE EXECUTIVE SECRETARY OF THE NATIONAL COUNCIL OF TEACHERS OF ENGLISH (NTCE) REVIEWS THE SCOPE OF PRESENT NCTE ACTIVITY IN IMPROVING ENGLISH TEACHING AND THE EDUCATION OF YOUTH. THE REPORT IS A SUMMARY OF HOW NCTE HAS ENTERED INTO A VIGOROUS REAPPRAISAL OF THE SUBJECT OF ENGLISH, ITS TEACHERS, AND ITS CURRICULUM AND MATERIALS, AND, COORDINATELY, HOW GROWTH IN NCTE MEMBERSHIP IN THE PAST DECADE HAS BEEN PARALLELED BY SIMILAR GROWTH IN THE QUALITY AND FLEXIBILITY OF SERVICES AND LEADERSHIP OFFERED THROUGH MANY VARIED PROJECTS AND PROGRAMS. NCTE DIVERSITY AND RESPONSIBILITY ARE INDICATED BY A DISCUSSION OF--(1) THE BROADENING INFLUENCE OF ITS NATIONAL CONVENTION, (2) THE FORMATION OF COMMITTEES AND COMMISSIONS INVOLVING A WIDE CROSS-SECTION OF MEMBERS IN THE ASSESSMENT OF ENGLISH TEACHING TODAY, AND THE ESTABLISHMENT OF THE NCTE ADVISORY COUNCIL TO REVIEW RECENT DEVELOPMENTS AND RECOMMEND APPROPRIATE ACTION, (3) THE CONTINUING EFFORT TO REFORM TEACHER EDUCATION AND TO IMPROVE TEACHING CONDITIONS AND CURRICULUM MATERIALS, (4) THE EXPANSION OF RESEARCH PROGRAMS, (5) THE RETRIEVAL, STORAGE, AND DISSEMINATION OF INFORMATION AND RESEARCH TO EDUCATORS, TEACHERS, AND RESEARCHERS, (6) THE EXPANSION OF THE PUBLICATIONS PROGRAM, (7) THE BROADENING OF STATE AND LOCAL SUPERVISORY AND CONSULTANT SERVICES, (8) CLOSER RELATIONSHIPS BETWEEN NCTE AND LOCAL ORGANIZATIONS, AFFILIATE AND SISTER ORGANIZATIONS, GENERAL AND ADMINISTRATIVE EDUCATIONAL GROUPS, AND THE UNITED STATES OFFICE OF EDUCATION, AND (9) CLOSER COOPERATION WITH ENGLISH TEACHERS IN GREAT BRITAIN AND WITH ENGLISH TEACHERS OF SPEAKERS OF OTHER LANGUAGES. (JB)

ED015191 TE000142
IMPROVING ENGLISH INSTRUCTION IN THE PUBLIC SCHOOL THROUGH TITLE III, NDEA. 67, 5P.

THE MAJOR PROGRAMS AUTHORIZED BY TITLE III, NATIONAL DEFENSE EDUCATION ACT (NDEA), TO STRENGTHEN INSTRUCTION IN PUBLIC SCHOOLS ARE (1) THE ACQUISITION OF LABORATORY AND OTHER SPECIAL MATERIALS AND EQUIPMENT, AND (2) THE PROVISION OF STATE SUPERVISORY AND RELATED SERVICES TO IMPROVE THE TEACHING OF ENGLISH, READING, HISTORY, CIVICS, GEOGRAPHY, SCIENCE, MATHEMATICS, AND MODERN FOREIGN LANGUAGES. ACCORDINGLY, THE DELAWARE STATE DEPARTMENT OF PUBLIC INSTRUCTION HAS PUBLISHED "STANDARDS FOR EQUIPMENT AND MATERIALS IN ENGLISH," A GUIDE FOR USE BY LOCAL SCHOOL DISTRICTS IN SELECTING AND PREPARING PROPOSALS FOR TITLE III PROJECTS. ELIGIBILITY OF MATERIALS IS DETERMINED PRIMARILY BY THEIR INTENDED USE AND DIRECT BEARING UPON PROGRAM STRENGTHENING AND IMPROVEMENT. WORKSHOPS AND OTHER IN-SERVICE TRAINING PROGRAMS WHICH PREPARE TEACHERS TO USE NEW EQUIPMENT AND MATERIALS AND WHICH FAMILIARIZE THEM WITH NEW TEACHING PROCEDURES MAY RECEIVE NDEA SUPPORT, PERMITTING THE UTILIZATION OF SERVICES OF RESEARCH CONSULTANTS, AUDIOVISUAL MEDIA SPECIALISTS, SCHOOL LIBRARY SUPERVISORS, AND STATE SUPERVISORS. RESEARCH AND DEMONSTRATION PROJECTS TO EVALUATE RESEARCH FINDINGS ARE ALSO ENCOURAGED UNDER TITLE III. REPORTS ON RESULTS OF NDEA PROVISIONS INDICATE IMPROVED CLASSROOM SITUATIONS, IMPROVED TEACHERS, AND IMPROVED CURRICULA. THIS ARTICLE APPEARED IN "DELAWARE ENGLISH JOURNAL," VOL. 2, NO. 1, SPRING 1967. (RD)

ED015205 TE000185
NEW MATERIALS FOR THE TEACHING OF ENGLISH, THE ENGLISH PROGRAM OF THE USOE. SEP66, 38P.
HC NOT AVAILABLE FROM EDRS.

THIS REPORT FOLLOWS TWO PREPARED IN PREVIOUS YEARS BY COORDINATORS FOR PROJECT ENGLISH AND TRACES THE CONCERNS OF THE OFFICE OF EDUCATION ENGLISH PROGRAM TO JANUARY 1966. AN INTRODUCTION DISCUSSES THE GENERAL OUTLINE OF ENGLISH CURRICULUM STUDIES NOW IN PROGRESS AND RECOUNTS THE SIGNIFICANT LEGISLATION WHICH SUPPORTS THESE PROJECTS, SIMILAR RESEARCH IN THE ARTS AND HUMANITIES, AND SUMMER INSTITUTES IN ENGLISH. REPORTS ON EACH OF THE 25 CURRICULUM STUDY AND DEMONSTRATION CENTERS INCLUDE A STATEMENT OF THE PURPOSE OF THE PROJECT, AND EXPLANATION OF THE PRINCIPLES AND DESIGN OF ITS CURRICULUM MATERIALS, AND ITS CURRENT STATE OF DEVELOPMENT AND PROGRESS. THIS ARTICLE APPEARED IN THE SEPTEMBER 1966 "PMLA." REPRINTS ARE AVAILABLE FROM THE MATERIALS CENTER, MODERN LANGUAGE ASSOCIATION, 62 FIFTH AVENUE, NEW YORK, N.Y. 10011, ORDER U81, AND THE NATIONAL COUNCIL OF TEACHERS OF ENGLISH, 508 SOUTH SIXTH STREET, CHAMPAIGN, ILL. 61820, ORDER NO. 03908. (DL)

ED015206 TE000186
THE CONCLUSION OF THE INITIAL PHASE, THE ENGLISH PROGRAM OF THE USOE. CRAWLEY, THOMAS F.; SHUGRUE, MICHAEL F., SEP67, 20P.
HC NOT AVAILABLE FROM EDRS.

BECAUSE MOST OF THE BEGINNING PHASE OF FEDERAL SUPPORT FOR ENGLISH HAS BEEN COMPLETED, THIS IS IN ONE SENSE A TERMINAL REVIEW OF THE WORK COMPLETED OR NEAR COMPLETION BY THE CURRICULUM STUDY AND DEMONSTRATION CENTERS SUPPORTED BY THE COOPERATIVE RESEARCH PROGRAM OF THE OFFICE OF EDUCATION. AN INTRODUCTION ASSESSES THE SIGNIFICANCE OF THE CENTERS' WORK AND THE NDEA SUMMER INSTITUTES IN ENGLISH, DISCUSSES RECENT RELATED PROJECTS, CONFERENCES, AND RE-

PORTS, AND CONSIDERS THE AREAS WHICH NEED PARTICULAR ATTENTION IN THE SECOND PHASE OF FEDERAL SUPPORT TO ENGLISH. INCLUDED IN THE REPORTS ON INDIVIDUAL CENTERS ARE (1) THE REASONS FOR ESTABLISHMENT, (2) THE AREAS OF THEIR CURRICULUM DEVELOPMENT, (3) A SUMMARY OF THEIR RESEARCH AND TESTING, AND (4) A DESCRIPTION OF THEIR PRINCIPLES AND THE NATURE OF THEIR CURRICULUM MATERIALS. THIS ARTICLE APPEARED IN THE SEPTEMBER 1967 "PMLA." REPRINTS ARE AVAILABLE FROM THE MATERIALS CENTER, MODERN LANGUAGE ASSOCIATION, 62 FIFTH AVENUE, NEW YORK, N.Y. 10011, ORDER NO. U81, AND THE NATIONAL COUNCIL OF TEACHERS OF ENGLISH, 508 SOUTH SIXTH STREET, CHAMPAIGN, ILL. 61820, ORDER NO. 01152. (DL)

ED015220 UD004194
EDUCATIONAL MEDIA AND THE INHUMAN CONDITION. MAY67, 20P.

SINCE THE DEFICITS OF THE DISADVANTAGED INDIVIDUAL ARE USUALLY INDUCED BY HIS ENVIRONMENT, IT IS ONLY THROUGH A POSITIVE MANIPULATION OF HIS TOTAL ENVIRONMENT THAT THESE DEFICITS CAN BE REMOVED. DISADVANTAGED GROUPS LIVE IN A WORLD ISOLATED FROM THE CULTURAL MAINSTREAM AND ARE, THUS, ALIENATED FROM THE EDUCATIONAL PROCESS AND FROM MIDDLE-CLASS COMMUNITY ORGANIZATIONS. ALSO, DISADVANTAGED FAMILIES LACK STANDARD INFORMATION ON FAMILY PLANNING, HEALTH, AND SANITATION MEASURES AND HAVE A LIMITED NUMBER OF ETHNIC SUCCESS MODELS AVAILABLE TO THEM. ONE METHOD OF INVOLVING AND MOTIVATING THE ALIENATED INDIVIDUAL IS THROUGH THE INTEGRATED USE OF COMMUNICATIONS MEDIA, INCLUDING PROGRAMED INSTRUCTION, TELEVISION, TELEWRITER, AND A COMMUNICATIONS SATELLITE SYSTEMS WHICH WOULD REDUCE THE COST OF NATIONWIDE EDUCATIONAL TELEVISION. COMMUNITY LIBRARY PROGRAMS, DIRECTED AND STAFFED BY PERSONS SENSITIVE TO THE NEEDS OF DISADVANTAGED GROUPS, MIGHT BE ESTABLISHED, AND THE DAILY DELIVERY OF NEWSPAPERS TO LOW-INCOME AREAS INSURED. IN ADDITION, ADVERTISING COMPANIES MIGHT CAMPAIGN TO PROMOTE EDUCATIONAL INVOLVEMENT WITHIN DISADVANTAGED GROUPS. FURTHERMORE, BUSINESS AND INDUSTRY MUST ASSUME A LARGE RESPONSIBILITY FOR RE-EDUCATING THE MASSES WHO HAVE BEEN DISPLACED BY INCREASING AUTOMATION. THE FEDERAL GOVERNMENT ALREADY CONTRIBUTES TO THE SUPPORT OF EDUCATIONAL MEDIA. HOWEVER, INSTRUCTIONAL PROGRAMS AND NEW MEDIA CANNOT ALONE ELIMINATE THE ENVIRONMENTAL CAUSES OF EDUCATIONAL DISADVANTAGEMENT. THIS ARTICLE IS APPENDIX D TO THE EDUCATIONAL MEDIA COUNCIL STUDY OF THE CONCENTRATION OF EDUCATIONAL MEDIA RESOURCES..., PART 1--EDUCATION OF THE CULTURALLY DISADVANTAGED, FINAL REPORT. (LB)

ED015222 UD004381
NEW HAMPSHIRE STATE EVALUATION REPORT--TITLE I, ELEMENTARY AND SECONDARY EDUCATION ACT. 07DEC66, 55P.

THE FIRST PART OF THIS REPORT IS A DESCRIPTION OF THE ORGANIZATION AND OPERATION OF THE 1965 ELEMENTARY AND SECONDARY EDUCATION ACT TITLE I PROJECTS IN NEW HAMPSHIRE. THE ACTIVITIES OF 100 PERCENT OF THE PROJECTS ARE REPORTED. INFORMATION ABOUT THE PROJECTS WAS EXCHANGED AMONG LOCAL SCHOOL DISTRICTS AND VISITS TO COMPARABLE SCHOOL DISTRICTS IN OTHER NEW ENGLAND STATES ARE BEING PLANNED. THERE ARE ALSO PLANS TO PRODUCE SIX TO 12 TELEVISION PROGRAMS ABOUT TITLE I PROJECTS. THE INDEPENDENT NEW ENGLAND EDUCATIONAL ASSESSMENT PROJECT HELPED TO SURVEY THE STATUS OF TEACHER AIDES IN THE NEW ENGLAND SCHOOLS AND TO DEVELOP A GUIDEBOOK FOR CHOOSING EFFECTIVE EVALUATION INSTRUMENTS AND METHODS. THE MAJOR PROBLEMS OF THE PROJECTS WERE LACK OF STAFF TO REVIEW PROPOSAL AND MISCONCEPTIONS ON THE LOCAL LEVEL ABOUT THE PURPOSES AND SCOPE OF THE PROJECTS AND ABOUT WHICH AGENCY CONTROLLED FUNDS. ALSO NEED WAS FELT FOR GREATER EXPERTISE AND SENSITIVITY ON THE PART OF EDUCATORS IN INTERPRETING TEST RESULTS. TITLE I PROJECTS WERE WELL COORDINATED WITH COMMUNITY ACTION PROGRAMS AFTER AN INITIAL FAILURE OF COMMUNICATION. THE COMPREHENSIVE ANALYSIS SECTION OF THE REPORT OFFERS DATA ON ALLOCATION DISTRIBUTION, ENROLLMENT, PROJECT AREAS, FUNDED ACTIVITIES, INNOVATIVE PROJECTS, WAYS OF INCREASING STAFF, AND MOST COMMONLY USED MEASURING INSTRUMENTS. A CHART ANALYZES EFFECTIVE ACTIVITIES AND METHODS BY GRADE LEVELS. THERE IS AN EXTENSIVE SECTION OF TABULAR DATA. (NH)

ED015227 UD004731
A PROFILE OF THE SEATTLE PUBLIC SCHOOLS' NEW BEACON LEARNING CENTER, A SCHOOL PROPOSED FOR THE CONTINUOUS EDUCATIONAL PROGRESS OF CHILDREN IN GRADES FOUR THROUGH SEVEN. GOSS, DALE; LITTLE, ELMO, FEB67, 42P.

THIS PROFILE OF THE NEW BEACON LEARNING CENTER, AN EXPERIMENTAL SCHOOL, DESCRIBES THE "CONTINUOUS PROGRESS CONCEPT," A PLAN TO IMPROVE EDUCATIONAL QUALITY AND RACIAL BALANCE, PROPOSED HERE FOR THE INTERMEDIATE GRADES. SEVERAL NEIGHBORHOOD SCHOOLS WOULD PROVIDE THE STUDENT POPULATION OF THIS EDUCATIONAL COMPLEX. THE SIZE OF THE CENTER WOULD MAKE IT POSSIBLE TO OFFER SUCH SPECIALIZED FEATURES AS AN INDIVIDUALIZED APPROACH TO STUDENTS, SHARED EQUIPMENT, EXTENSIVE AND DIVERSIFIED INSTRUCTIONAL SERVICES, OPERATIONAL ECONOMY, AND MORE EFFICIENT STAFF UTILIZATION. TO COUNTERACT IMPERSONALITY AND LOSS OF IDENTITY, THE CENTER WOULD HAVE A DECENTRALIZED ORGANIZATION, AND STUDENTS WOULD BELONG TO UNITS WHICH HAVE THEIR OWN CORE OF TEACHERS, SPACE, AND SPECIAL SERVICES AND RESOURCES. THE PROFILE SPECIFICALLY DISCUSSES THE ORGANIZATION OF THE FACILITIES, SPECIAL RESOURCES WHICH WOULD BE INCORPORATED, OPERATIONS POLICIES, STAFF, AND PARTICIPATING SCHOOLS. ALSO DESCRIBED ARE THE CHARACTERISTICS OF THE PUPIL POPULATION, THE CENTER'S ORGANIZATIONAL STRUCTURE, THE COMMUNITY RESOURCES, SOME METHODS FOR EVALUATING PUPIL PROGRESS, AND THE TRANSPORTATION ARRANGEMENTS. ONE SECTION DEALS WITH ABILITY GROUPING AND ITS RELATIONSHIP TO ACHIEVEMENT. TABLES, CHARTS, AND SITE PLANS PRESENT VARIOUS FEATURES OF THE PROPOSED CENTER. (NH)

ED015229 UD004951
THE FIRST YEAR OF TITLE I, ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965. STATISTICAL REPORT. 66, 91P.

PRESENTED IS A STATISTICAL SUMMARY OF THE FIRST-YEAR ACTIVITIES OF PROJECTS FOR EDUCATIONALLY DISADVANTAGED CHILDREN FUNDED UNDER TITLE I OF THE 1965 ELEMENTARY AND SECONDARY EDUCATION ACT. DETAILED TABULAR DATA ARE GIVEN FOR PROJECTS IN THE 50 STATES, DISTRICT OF COLUMBIA, AND THREE TERRITORIES. SELECTED DATA ARE INCLUDED FOR 32 LARGE CITIES. OF THE $1.19 BILLION FUNDED FOR TITLE I PROJECTS FOR THE FISCAL YEAR 1966, $987.6 MILLION WAS EXPENDED. PROGRAMS FOR DISADVANTAGED CHILDREN WHICH WERE OPERATED BY LOCAL EDUCATIONAL AGENCIES (LEA) WERE ALLOCATED $1.16 BILLION, OF WHICH $970 MILLION WAS SPENT. PROGRAMS FOR HANDICAPPED CHILDREN WHICH WERE OPERATED BY STATE AGENCIES RECEIVED $15.9 MILLION AND SPENT ABOUT $11.2 MILLION. ABOUT $6.5 MILLION WAS SPENT OF THE $12.5 MILLION ALLOCATED FOR STATE ADMINISTRATION OF TITLE I PROJECTS. OF THE APPROXIMATELY 8.3 MILLION CHILDREN WHO PARTICIPATED IN THE FIRST-YEAR TITLE I PROJECTS, 60 PERCENT WERE ENROLLED IN ELEMENTARY SCHOOL, AND 6 PERCENT WERE NONPUBLIC SCHOOL CHILDREN. ABOUT 200,500 NEW TEACHING POSITIONS, TWO-THIRDS OF WHICH WERE FOR THE ELEMENTARY GRADES, WERE REQUIRED TO OPERATE TITLE I PROJECTS. IN ADDITION, ABOUT 181,200 OTHER STAFF POSITIONS WERE REQUIRED. A TOTAL OF 22,000 PROJECTS WERE OPERATED BY 17,500 SCHOOL DISTRICTS. ALMOST 70 PERCENT OF THESE PROJECTS HAD READING OR ENGLISH COMPONENTS. EXTENSIVE TABLES OFFER INFORMATION ABOUT EXPENDITURES, ENROLLMENT, AND STAFF IN THE VARIOUS PROGRAMS. (LB)

ED015247 VT000972
COSTS AND RETURNS OF TECHNICAL EDUCATION, A PILOT STUDY. CARROLL, ADGER B.; IHNEN, LOREN A., JUL66, 57P.

THE OBJECTIVES OF THIS STUDY WERE (1) TO OBTAIN ESTIMATES OF COSTS AND RETURNS OF TECHNICAL EDUCATION, (2) TO COMPUTE SOCIAL AND PRIVATE RATES OF RETURN ON INVESTMENTS IN TECHNICAL EDUCATION, AND (3) TO COMPARE THESE WITH ESTIMATES OF THE RATE OF RETURN ON GENERAL EDUCATION AND INVESTMENTS IN TANGIBLE CAPITAL. COSTS AND RETURNS WERE MEASURED BY COMPARING EARNINGS OF A GROUP OF 45 WHITE MALE GASTON TECHNICAL SCHOOL GRADUATES WITH EARNINGS FOR A GROUP OF 45 WHITE MALE HIGH SCHOOL GRADUATES HAVING SIMILAR CHARACTERISTICS. THE COMPARISON COVERED A 7-YEAR PERIOD. THE ESTIMATED AVERAGE TOTAL COST TO SOCIETY FOR THE TWO YEARS OF TECHNICAL EDUCATION WAS $7,425 PER STUDENT WHICH INCLUDED $5,197 FOR LOSS IN PRODUCTIVITY WHILE IN SCHOOL AND $2,228 FOR COSTS OF PROVIDING SCHOOL FACILITIES, SUPPLIES, AND PERSONNEL. THE AVERAGE TOTAL PRIVATE COST PER STUDENT FOR THE TWO YEARS OF TECHNICAL SCHOOLING AMOUNTED TO $4,920. THE AVERAGE ANNUAL INCOME FROM INVESTMENT IN TECHNICAL EDUCATION INCREASED FROM $553 IN THE FIRST YEAR AFTER SCHOOLING TO $1,036 IN THE FOURTH POST-GRADUATE YEAR. THE ESTIMATED SOCIAL RATE OF RETURN ON INVESTMENTS IN TECHNICAL EDUCATION WAS 16.5 PERCENT AND THE PRIVATE RATE, 22 PERCENT, ASSUMING THAT PER CAPITA REAL EARNINGS WOULD INCREASE OVER TIME AT THE RATE OF 2 PERCENT PER ANNUM. (PA)

ED015248 VT001353
OCCUPATIONAL EDUCATION AND TRAINING FOR TOMORROW'S WORLD OF WORK. NUMBER 1, SQUARE PEGS AND ROUND HOLES. HORNER, JAMES T.; PETERSON, EVERETT E., 65, 8P.

A MAJOR PROBLEM OF AMERICAN YOUTH TODAY IS THAT OF QUALIFYING FOR AND HOLDING A JOB. GENERAL EDUCATION IS NOT ENOUGH FOR THE GREAT MAJORITY OF PEOPLE WHO MUST OPERATE FARMS, MACHINES, SHOPS, AND OFFICES AND PROVIDE SERVICES. YOUTH FACE INCREASED JOB COMPETITION BECAUSE OF THE INCREASED SIZE OF THE 14- TO 24-YEAR AGE GROUP. UNEMPLOYMENT AMONG YOUNG WORKERS HAS CONSISTENTLY BEEN HIGHER THAN FOR THE REST OF THE LABOR FORCE, WITH THE HIGHEST RATE AMONG 16- AND 17-YEAR-OLDS. IF PRESENT DROPOUT TRENDS CONTINUE, EIGHT OF 10 CHILDREN NOW IN ELEMENTARY SCHOOL WILL NOT FINISH COLLEGE. SCHOOL DROPOUTS COME CLOSE TO ECONOMIC SUICIDE. UNLESS YOUNG PEOPLE ARE ABLE TO INCREASE BOTH GEOGRAPHIC AND OCCUPATIONAL MOBILITY THROUGH ADDITIONAL TRAINING, THEY CANNOT ADAPT TO EMPLOYMENT SHIFTS SUCH AS THOSE IN AGRICULTURE AND THE SERVICE OCCUPATIONS, OR TO THE INCREASED DEMAND FOR SKILLED WORKERS. ONE OF THE FREQUENTLY OFFERED SOLUTIONS FOR UNEMPLOYMENT IS MORE EDUCATION AND TRAINING, BUT THIS DOES NOT NECESSARILY HAVE TO TAKE PLACE IN COLLEGE. STUDIES SHOW THAT IN COMMUNITIES WHERE STUDENTS WERE NOT OFFERED ADEQUATE VOCATIONAL PROGRAMS, THE DROPOUT RATE WAS THREE TIMES AS HIGH, AND THE UNEMPLOYMENT RATE WAS EIGHT TIMES AS HIGH AS IN AREAS WITH SUCH EDUCATIONAL OPPORTUNITIES. AREA VOCATIONAL SCHOOLS, COMMUNITY COLLEGES, UNIVERSITY BRANCHES, AND BUSINESS, LABOR, AND OTHER PRIVATE PROGRAMS ARE OFFERING CAREER TRAINING IN INCREASING AMOUNTS, BUT THE PROBLEMS OF INADEQUATE CAREER INFORMATION, INADEQUATE INDIVIDUAL FITNESS EVALUATION, INADEQUATE TRAINING FACILITIES, AND A LACK OF FINANCIAL PLANNING TO FACILITATE TRAINING PRO-

GRAMS STILL EXIST. DOCUMENTS DISCUSSING TRAINING ALTERNATIVES ARE VT 001 354 - VT 001 358. (EM)

ED015249 VT001356
OCCUPATIONAL EDUCATION AND TRAINING FOR TOMORROW'S WORLD OF WORK. NUMBER 4, COMMUNITY AND JUNIOR COLLEGES. 65, 4P.

IN THE NORTH CENTRAL REGION ALL STATES EXCEPT SOUTH DAKOTA AND WISCONSIN HAVE PUBLICLY SUPPORTED COMMUNITY AND JUNIOR COLLEGES. THESE COLLEGES ARE INSTITUTIONS WHICH OFFER LESS THAN FOUR YEARS OF POST-HIGH SCHOOL EDUCATION. JUNIOR COLLEGES GENERALLY OFFER ONLY LIBERAL ARTS COURSES WHILE COMMUNITY COLLEGES ALSO PROVIDE VOCATIONAL, TECHNICAL, AND COLLEGE TRANSFER COURSES. OVER 1,000,000 STUDENTS ARE ENROLLED IN 730 OF THESE COLLEGES IN THE UNITED STATES. JOB TRAINING IN COMMUNITY COLLEGES PROVIDES FOR THE NEEDS OF WORKERS IN THREE WAYS -- (1) ENTRANCE TO LABOR, (2) UPGRADING ADVANCEMENT, AND (3) RETRAINING FOR NEW REQUIREMENTS. EDUCATION BEYOND THE HIGH SCHOOL PAYS OFF IN HIGHER EARNINGS DURING EMPLOYMENT AND WORKERS WITH SOME COLLEGE SUFFER LITTLE FROM UNEMPLOYMENT. THE CURRICULA ARE VARIED AND DIVERSE TO MEET THE NEEDS OF INDIVIDUAL COMMUNITIES AS EVIDENCED BY SUCH COLLEGES IN CALIFORNIA, COLORADO, AND NORTH DAKOTA. FUNDS COME FROM FEDERAL, STATE, LOCAL, OR TUITION SOURCES. NATIONALLY, ANNUAL OPERATING COSTS AVERAGED $700 PER STUDENT IN 1965-66. COMMUNITIES CONSIDERING A COMMUNITY COLLEGE CAN ASSUME THAT -- (1) IT SHOULD HAVE AT LEAST 400 STUDENTS, (2) GRADES 9 TO 12 SHOULD HAVE A MINIMUM ENROLLMENT OF 2,000 STUDENTS TO ASSURE A COLLEGE ENROLLMENT OF 400 IN 3 YEARS, (3) THE DISTRICT SHOULD BE LARGE ENOUGH TO ESTABLISH A BROAD TAX BASE, AND (4) COMMUTING DISTANCE SHOULD NOT EXCEED 50 MILES OR HOUSING BECOMES A PROBLEM. OTHER ALTERNATIVES FOR VOCATIONAL TRAINING ARE DISCUSSED IN VT 001 353 - VT 001 355, VT 001 357 AND VT 001 358. (EM)

ED015262 VT003259
CONFERENCE ON MAJOR PROBLEMS IN VOCATIONAL EDUCATION IN THE SOUTH. CENTER SEMINAR AND CONFERENCE REPORT, NUMBER 1. 66, 45P.

MAJOR PROBLEMS IN VOCATIONAL EDUCATION RELATING TO PERSONNEL, CURRICULUM, STUDENTS, OPERATING POLICIES AND PROCEDURES, AND FINANCING WERE STUDIED BY 20 REPRESENTATIVES FROM EDUCATION, INDUSTRY, AND STATE AGENCIES AT A REGIONAL CONFERENCE. CONFERENCE OBJECTIVES WERE TO (1) IDENTIFY URGENT PROBLEMS IN VOCATIONAL EDUCATION, (2) SUGGEST FEASIBLE SOLUTIONS, AND (3) IDENTIFY RESEARCH FOR THE SOLUTION OF THESE PROBLEMS. CONSULTANTS DISCUSSED PROBLEMS IN FIVE AREAS OF VOCATIONAL EDUCATION. PERSONNEL PROBLEMS WERE THE CRITICAL PERSONNEL SHORTAGE AND THE FUTURE ROLE OF THE VOCATIONAL ADMINISTRATOR AS A PLANNER AND LEADER-ARRANGER. THE MAJOR PROBLEM IN CURRICULUM WAS KEEPING CONTENT CURRENT. STUDENT PROBLEMS INVOLVED HELPING STUDENTS MAKE VALID EDUCATIONAL CHOICES, IMPROVING THE STATUS OF VOCATIONAL EDUCATION, IDENTIFYING STUDENT MOTIVATIONS, AND CHANGING SOUTHERN CULTURAL INHIBITIONS AGAINST FEMALE EMPLOYMENT IN INDUSTRY. OTHER PROBLEMS INCLUDED A LACK OF OVERALL POLICY WHICH IS REFLECTED IN THE ISOLATION OF VOCATIONAL EDUCATION FROM GENERAL EDUCATION AND A NEED FOR MORE EFFICIENT UTILIZATION OF FINANCING BY KNOWING SOURCES OF FUNDS AND PRESENTING ADEQUATE DATA TO INFLUENCE THEIR ALLOCATION. (EM)

ED015263 VT003260
NATIONAL VOCATIONAL-TECHNICAL EDUCATION SEMINAR ON OCCUPATIONAL MOBILITY AND MIGRATION. CENTER SEMINAR AND CONFERENCE REPORT, NUMBER 2. 66, 244P.

THIRTY-THREE STATE-LEVEL LEADERS WITH RESEARCH RESPONSIBILITIES IN VOCATIONAL-TECHNICAL EDUCATION FROM 23 STATES AND TERRITORIES ATTENDED THE SEMINAR WHICH HAD THE OBJECTIVES TO -- (1) SECURE A BETTER UNDERSTANDING OF THE PROBLEMS AND DECISIONS FACING EDUCATIONAL POLICYMAKERS, PROGRAM PLANNERS, ADMINISTRATORS, AND TEACHERS, (2) DEVELOP A CONCEPTUAL FRAMEWORK FOR STUDYING SOCIOECONOMIC MOBILITY, (3) DEVELOP AN UNDERSTANDING OF THE STATUS OF RESEARCH IN LABOR SUPPLY AND DEMAND, MIGRATION, AND SOCIOECONOMIC MOBILITY, (4) BECOME ACQUAINTED WITH APPROPRIATE RESEARCH RATIONALES, DESIGNS, AND METHODOLOGIES, (5) IDENTIFY PROBLEM AREAS FOR RESEARCH, (6) IDENTIFY SPECIFIC RESEARCHABLE PROBLEMS, (7) ACQUIRE AN UNDERSTANDING OF THE RESOURCES AVAILABLE RELATIVE TO RESEARCH IN OCCUPATIONAL MOBILITY AND MIGRATION, AND (8) DEVELOP LINES OF COMMUNICATION TO EXPLOIT AVAILABLE RESOURCES TO CONDUCT RESEARCH AND TO DISSEMINATE RESEARCH FINDINGS. PAPERS PRESENTED WERE (1) "MANPOWER ADJUSTMENTS AND OCCUPATIONAL EDUCATION," BY E. WALTON JONES, (2) "MANPOWER SUPPLY IN THE UNITED STATES," BY HOWARD ROSEN, (3) "MANPOWER REQUIREMENTS BY INDUSTRY AND OCCUPATIONS," BY SOL SWERDLOFF, (4) "DIFFERENTIALS IN SPATIAL MOBILITY," BY EVERETT S. LEE AND G. PUTNAM BARBER, (5) "THE SOCIAL-PSYCHOLOGICAL DIMENSIONS OF OCCUPATIONAL MOBILITY," BY WILLIAM P. KUVLESKY, AND (6) "UNDERSTANDING SOCIAL MOBILITY," BY SELZ C. MAYO. EACH PAPER WAS THE BASIS FOR DISCUSSION BY A WORK GROUP. REPORTS OF THESE DISCUSSIONS ARE PRESENTED. THE APPENDIX CONTAINS THE SEMINAR PROGRAM AND A BIBLIOGRAPHY ON MANPOWER SUPPLY AND DEMAND. (EM)

ED015265 VT003262
REGIONAL CONFERENCE ON SUPPLY AND DEMAND OF TEACHERS OF OCCUPATIONAL EDUCATION IN THE SOUTH. CENTER SEMINAR AND CONFERENCE REPORT, NUMBER 4. CARROLL, ADGER B.; IHNEN, LOREN A., 66, 110P.

TWENTY-EIGHT EDUCATORS, ECONOMISTS, AND OTHERS INTERESTED IN OCCUPATIONAL EDUCATION ATTENDED THE CONFERENCE TO CONSIDER (1) REGULATION, ORGANIZATION, AND ADMINISTRATION OF FEDERAL AND STATE AGENCIES, TEACHER TRAINING INSTITUTIONS, AND LOCAL SCHOOLS AS RELATED TO THE SUPPLY AND DEMAND OF TEACHERS, (2) OPERATION OF THE TEACHER LABOR MARKET AND SUPPLY AND DEMAND CONDITIONS FOR TEACHERS AT ALL EDUCATIONAL LEVELS, AND (3) EDUCATIONAL PLANNING. TEXTS OF FIVE PAPERS COMPRISE THIS REPORT. "EDUCATIONAL INSTITUTIONS AND THE DEMAND FOR OCCUPATIONAL EDUCATION PERSONNEL," PRESENTED BY CHARLES H. ROGERS, DISCUSSES ORGANIZATIONAL CHANGES AFFECTING THE DEMAND FOR OCCUPATIONAL EDUCATION PERSONNEL. THESE ARE INCREASED FINANCIAL SUPPORT, LESS TRADITIONAL OBJECTIVES AND APPROACH, INCREASED SPECIALIZATION, AND CULTURAL LAG. "EDUCATIONAL INSTITUTIONS AND THE SUPPLY OF OCCUPATIONAL EDUCATION TEACHERS," BY MERLE E. STRONG, PROVIDES INFORMATION ABOUT PRESENT PRACTICES, CERTIFICATION STANDARDS, CHANGES IN VOCATIONAL PROGRAMS AND TEACHER EDUCATION, COSTS TO STUDENTS, SUPPORT PROGRAMS, AND LEGISLATION AND INNOVATIONS. "SOME ASPECTS OF TEACHER SUPPLY AND DEMAND," BY JOHN K. FOLGER, REVIEWS THE SUPPLY AND DEMAND FOR ELEMENTARY, SECONDARY, AND COLLEGE TEACHERS, DISCUSSES TEACHER QUALITY, AND INDICATES SOME PROBLEMS IN STUDYING THIS SUPPLY AND DEMAND. "STAFFING JUNIOR COLLEGES," BY DAVID G. BROWN AND EDITH H. PARKER, DISCUSSES THE OPERATION, EFFICIENCY, AND IMPROVEMENT OF THE TEACHER LABOR MARKET. "EDUCATIONAL PLANNING," BY J. ALAN THOMAS, DISCUSSES THE ECONOMIST'S APPROACH TO EDUCATIONAL PLANNING BY THE USE OF THREE TYPES OF ANALYSES AND PLANNING MODELS. (EM)

ED015267 VT003405
SALARIES FOR SELECTED OCCUPATIONS IN SERVICES FOR THE BLIND, JANUARY 1966. NOV66,
DOCUMENT NOT AVAILABLE FROM EDRS.

OF 803 GOVERNMENT AND NONGOVERNMENT AGENCIES CONTACTED BY QUESTIONNAIRE, 620 REPORTED SALARY INFORMATION FOR FULL-TIME EMPLOYEES WHO SPEND 50 PERCENT OR MORE OF THEIR TIME IN WORK FOR THE BLIND IN ANY OF THE 26 PROFESSIONAL AND ADMINISTRATIVE OCCUPATIONS SELECTED FOR THE STUDY. GOVERNMENT AGENCIES EMPLOYED 7,000 AND NONGOVERNMENT AGENCIES 4,000 OF THESE PEOPLE. ABOUT 25 PERCENT OF THE EMPLOYEES REPORTED WERE LEGALLY BLIND, RANGING FROM 3 PERCENT FOR HOME ECONOMICS TEACHERS TO 81 PERCENT FOR REHABILITATION TEACHERS. SALARIES WERE 28 PERCENT HIGHER FOR THE OCCUPATIONS AS A GROUP IN 1966 THAN IN 1961. MEDIAN ANNUAL SALARIES RANGED FROM $5,150 FOR TEACHERS OF ARTS AND CRAFTS TO $11,290 FOR SUPERINTENDENTS OF RESIDENT SCHOOLS. SALARIES WERE HIGHER FOR GOVERNMENT THAN NONGOVERNMENT AGENCIES FOR MOST OF THE OCCUPATIONS. GENERALLY, SALARIES INCREASED WITH EACH ASCENDING EDUCATIONAL ATTAINMENT LEVEL. WOMEN EMPLOYEES SLIGHTLY OUTNUMBERED MEN, 55 COMPARED WITH 45 PERCENT, AND HAD LOWER MEDIAN SALARIES IN A MAJORITY OF THE OCCUPATIONS. ALTHOUGH SALARIES OF BLIND EMPLOYEES WERE LOWER THAN THOSE OF THE SIGHTED IN 12 OF 23 OCCUPATIONS, IN MOST CASES, THEY WERE 90 TO 110 PERCENT OF THOSE OF THE SIGHTED. THIS DOCUMENT IS AVAILABLE AS GPO L2.3--3.1500 FOR 30 CENTS FROM SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402. (JK)

ED015268 VT003436
ADAPTING EDUCATIONAL CHANGE TO MANPOWER NEEDS IN QUINCY, MASSACHUSETTS, AND WOOD COUNTY (PARKERSBURG), WEST VIRGINIA. SEP66, 95P.

PRESENT PROCEDURES AND INNOVATIONS RESULTING FROM TECHNOLOGICAL CHANGES WERE EXAMINED IN TWO REPRESENTATIVE SCHOOL SYSTEMS TO HELP OTHER SCHOOLS, BOARDS, AND FACULTIES FACING COMPARABLE PROBLEMS. THE STUDY FOCUSED ON MANPOWER TRAINING AND DEVELOPMENT, THE RESOURCES AVAILABLE IN THE COMMUNITY, THE PROFESSIONAL STAFF OF THE SCHOOLS, THE RECEPTIVITY TO INNOVATIONS, THE LIMITATIONS IMPOSED BY FINANCIAL STRINGENCIES, THE NEW RESOURCES AVAILABLE FROM FEDERAL SOURCES, AND THE INDUSTRIAL AND BUSINESS ENVIRONMENT. PROCEDURES DESIGNED TO DEAL WITH THE CULTURALLY DEPRIVED, SCHOOL DROPOUTS, AND ADULTS SEEKING RETRAINING OPPORTUNITIES WERE SPECIALLY CONSIDERED. GENERALIZATIONS IDENTIFIED DURING THE 2-YEAR STUDY WHICH SHOULD BE USEFUL AS GUIDELINES INCLUDED -- (1) THE GAP BETWEEN GENERAL AND VOCATIONAL EDUCATION CAN BE BRIDGED, (2) VOCATIONAL AND TECHNICAL EDUCATION DIFFER FROM ACADEMIC EDUCATION BUT NEED NOT BE INFERIOR TO IT, (3) EFFECTIVE TEACHING OF BASIC LEARNING SKILLS IS ESSENTIAL, AND IT MUST START EARLY IN A CHILD'S LIFE, (4) TECHNICAL SKILLS ARE BEST TAUGHT TO MATURE STUDENTS, (5) TECHNICAL EDUCATION FOR GIRLS HAS BEEN LAGGING, (6) THE LIBRARY, COUNSELING, AND GUIDANCE ASSUME INCREASING IMPORTANCE IN TECHNICAL EDUCATION, (7) INVOLVEMENT OF THE COMMUNITY AND FACULTY CONTINUES TO BE ESSENTIAL IN PROGRAM PLANNING, (8) THE AVAILABILITY OF PART-TIME JOBS REDUCES DROPOUT POTENTIAL, (9) JUNIOR COLLEGES ARE OF INCREASING IMPORTANCE, ESPECIALLY IN VOCATIONAL-TECHNICAL EDUCATION, (10) THE USE OF FEDERAL FUNDS IS OF INCREASING IMPORTANCE, AND (11) THE GROWING COMPLEXITY OF SCHOOL ADMINIS-

TRATION PUTS A HIGHER PREMIUM ON COMPETENT LEADERSHIP. (PS)

ED015279 VT003719
EXPANDING EMPLOYMENT IN A PLURALISTIC ECONOMY, SEMINAR ON MANPOWER POLICY AND PROGRAM (OCTOBER 1966). GINZBERG, ELI; AND OTHERS, OCT66, 40P.

THE PROPOSITION WAS THAT THE CONVENTIONAL MODEL USED FOR OUR AMERICAN ECONOMY IS FUNDAMENTALLY FAULTY BECAUSE IT ASCRIBES TO THE PRIVATE PROFIT-SEEKING SECTOR THE BASIC DYNAMISM FOR AMERICAN ECONOMIC DEVELOPMENT. HOWEVER, THE NOT-FOR-PROFIT SECTOR, WHICH INCLUDES NONPROFIT INSTITUTIONS AND GOVERNMENT, ACCOUNTED FOR AT LEAST 27 PERCENT OF THE GROSS NATIONAL PRODUCT IN 1963. GOVERNMENTAL AND NONPROFIT INSTITUTIONS ARE BEING TRANSFORMED INTO ENTREPRENEURIAL STRUCTURES. THEY PLAY A CRITICAL ROLE IN THE DEVELOPMENT OF TRAINED MANPOWER SUCH AS PHYSICIANS, LAWYERS, ECONOMISTS, ENGINEERS, AND CHEMISTS. ECONOMIC ACTIVITIES IN NONPROFIT INSTITUTIONS AND GOVERNMENT HAVE SIGNIFICANT ECONOMIC EFFECTS ON PRIVATE ENTERPRISE IN UNDERTAKINGS SUCH AS URBAN RENEWAL, AND NUCLEAR POWER AND PRIVATE REGIONAL DEVELOPMENT. FISCAL AND MONETARY ARRANGEMENTS CAN CONTRIBUTE GREATLY TO PROVIDING NEEDED JOBS, BUT NEW ENTERPRISES, NEW PRODUCTS, AND NEW SERVICES ARE NEEDED. INNOVATION AND ENTERPRISE IN THE NOT-FOR-PROFIT SECTOR ARE THE PRECONDITIONS FOR EXPANDING EMPLOYMENT. BETTER SOCIAL INSTRUMENTS FOR MANPOWER ANALYSIS AND TRAINING ARE NECESSARY TO INSURE THAT MANPOWER SUPPLIES ARE IN REASONABLE BALANCE WITH NEEDS. SINCE TWO-THIRDS OF ALL OUR EMPLOYMENT TODAY IS IN THE SERVICE SECTOR WHICH IS HEAVILY ANCHORED IN THE NOT-FOR-PROFIT SECTOR, IT IS IMPORTANT TO EVOLVE A WAY FOR THE MARKET SYSTEM TO WORK BETTER IN THIS AREA. A GROUP DISCUSSION OF THE SPEECH, MODERATED BY HOWARD ROSEN, IS INCLUDED. THIS SPEECH WAS PRESENTED AT THE SEMINAR ON MANPOWER POLICY AND PROGRAM (WASHINGTON, OCTOBER 7, 1966). COPIES OF THIS DOCUMENT ARE AVAILABLE FROM MANPOWER ADMINISTRATION, OFFICE OF MANPOWER POLICY, EVALUATION, AND RESEARCH, U.S. DEPARTMENT OF LABOR, 14TH STREET AND CONSTITUTION AVENUE, N.W., WASHINGTON, D.C. 20210. (ET)

ED015298 VT003874
WORK STOPPAGES AND TEACHERS -- HISTORY AND PROSPECT. AUG67, 4P.

TEACHER'S STRIKES IN 1966 RESULTED IN 33 STOPPAGES FOLLOWED BY AN ADDITIONAL 11 IN THE FIRST QUARTER OF 1967. ONLY 35 SUCH STOPPAGES WERE RECORDED IN THE ENTIRE PRECEDING DECADE. OF THE 1966 STOPPAGES, 21 OCCURRED IN 10 STATES, BUT 12 OCCURRED IN MICHIGAN FOLLOWING ENACTMENT OF THE STATE'S PUBLIC EMPLOYMENT RELATIONS ACT IN 1965. IN CONTRAST TO INDUSTRIAL STRIKES WHICH TYPICALLY ARISE FROM AN IMPASSE IN NEGOTIATIONS, MANY TEACHER STRIKES TOOK THE FORM OF PROTESTS "TO" THE PUBLIC OR THE LEGISLATURE RATHER THAN "AGAINST" THE SCHOOL AUTHORITIES. MAJOR ISSUES INCLUDED SALARIES, HOURS OF WORK, THE RIGHT TO SPEAK COLLECTIVELY, AND WORK CONDITIONS. IN MOST SALARY DISPUTES, THE SCHOOL BOARDS AND THE PUBLIC WERE RESPONSIVE TO THE TEACHERS' REQUESTS. THIS LARGE-SCALE REACTION TO THE RIGHT OF COLLECTIVE BARGAINING, ALONG WITH SIMILAR EXPERIENCES IN THE PRIVATE ECONOMY, BEAR OUT THE THESIS THAT, IN THE SHORT RUN, MORE RATHER THAN FEWER STOPPAGES MAY RESULT FROM VIGOROUS AND INEXPERIENCED RESPONSE TO A NEW RIGHT TO BARGAIN COLLECTIVELY. PUBLIC SCHOOL TEACHERS ARE EXCEPTIONALLY WELL ORGANIZED. IN MARCH 1967, THE AMERICAN FEDERATION OF TEACHERS, AN AFFILIATE OF THE AFL-CIO, HAD APPROXIMATELY 125,000 MEMBERS, AND THE NATIONAL EDUCATION ASSOCIATION (NEA) HAD ABOUT ONE MILLION MEMBERS. NEA AFFILIATES PARTICIPATED IN 11 OF THE 33 STRIKES IN 1966, ACCOUNTING FOR MORE THAN 80 PERCENT OF ALL TEACHERS INVOLVED. THIS DOCUMENT APPEARED IN "MONTHLY LABOR REVIEW," VOLUME 90, NUMBER 8, AUGUST 1967. (ET)

ED015299 VT003878
EMPLOYMENT OF SCHOOL AGE YOUTH, OCTOBER 1966, A SPECIAL LABOR FORCE REPORT. AUG67, 7P.

DATA RELATING TO THE CIVILIAN NONINSTITUTIONAL POPULATION AGED 14 TO 24 WERE DERIVED FROM SUPPLEMENTAL QUESTIONS TO THE OCTOBER 1966 MONTHLY SURVEY OF THE LABOR FORCE. THE GROWTH OF THE LABOR FORCE IN THIS AGE GROUP OVER THE PERIOD 1960 TO 1967 HAS BEEN MATCHED BY A GROWTH OF THE SAME MAGNITUDE IN EMPLOYMENT, 3.3 MILLION, SO THAT THE NUMBER OF UNEMPLOYED WAS NO GREATER IN 1966 THAN IN 1960. THE ADDITIONAL NUMBER OF EMPLOYED PERSONS IN THIS AGE GROUP WAS DIVIDED ABOUT EQUALLY BETWEEN STUDENTS AND NONSTUDENTS, ALTHOUGH THE RELATIVE INCREASE WAS MUCH GREATER FOR STUDENTS. SOME 5.3 MILLION STUDENTS WERE IN THE LABOR FORCE IN OCTOBER 1966, NEARLY 2 MILLION MORE THAN IN 1960. MOREOVER, IN THE PAST 2 DECADES THE PROPORTION OF STUDENTS AMONG ALL YOUNG WORKERS HAS DOUBLED. MOST OF THE RISE IN EMPLOYMENT WAS IN PROFESSIONAL AND TECHNICAL OCCUPATIONS, IN OPERATIVE JOBS FOR THE MEN, AND IN CLERICAL AND SERVICE (EXCEPT PRIVATE HOUSEHOLD) OCCUPATIONS FOR THE WOMEN. HOWEVER, AMONG MEN IN SCHOOL, THE NUMBER OF ADDITIONAL JOBS IN WHITE- AND BLUE-COLLAR OCCUPATIONS WAS ABOUT THE SAME, BUT A SUBSTANTIAL RISE OCCURRED IN THE NUMBER OF SERVICE WORKERS. AMONG MEN NOT IN SCHOOL, THE RISE WAS CHIEFLY IN BLUE-COLLAR OCCUPATIONS WHILE THE NUMBER OF SERVICE JOBS REMAINED THE SAME. A TOTAL OF ABOUT 14.5 MILLION OF THIS AGE GROUP WAS IN THE LABOR FORCE IN 1966. THE OVERALL LABOR FORCE PARTICIPATION RATE OF COLLEGE STUDENTS INCREASED 4 PERCENTAGE POINTS BETWEEN 1960 AND 1966. THIS DOCUMENT APPEARED IN "MONTHLY LABOR REVIEW," VOLUME 90, NUMBER 8, AUGUST 1967, AND IS AVAILABLE AS GPO L2.6--90/8 FOR 75 CENTS FROM SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402. (ET)

ED015326 VT004159
EVALUATION OF CHANGES IN SKILL-PROFILE AND JOB-CONTENT DUE TO TECHNOLOGICAL CHANGE, METHODOLOGY AND PILOT RESULTS FROM THE BANKING, STEEL AND AEROSPACE INDUSTRIES. CROSSMAN, EDWARD R.F.W.; AND OTHERS, OCT66, 306P.

THE MAJOR OBJECTIVE WAS TO TEST THE HYPOTHESIS THAT THE HIGHEST LEVELS OF MECHANIZATION AND AUTOMATION GENERALLY REQUIRE LOWER LEVELS OF SKILLS THAN EARLIER PRODUCTION SYSTEMS. A SECONDARY OBJECTIVE WAS TO DEVELOP AN INSTRUMENT CAPABLE OF GIVING UNBIASED PROJECTIONS OF THE MANPOWER IMPACT OF SPECIFIC ADVANCES IN PRODUCTION TECHNOLOGY. DEPENDENT VARIABLES WERE MAN-HOUR REQUIREMENTS PER UNIT PRODUCT AND REQUIRED SKILL LEVEL RATED ON A PRIVIOUSLY DEVELOPED SCALE. DATA FROM ACTUAL OBSERVATIONS OF PROCESSES, FROM COMPANY JOB ANALYSIS INSTRUMENTS, AND EMPLOYEE, COST, AND PRODUCTION RECORDS WERE COLLECTED INDEPENDENTLY FROM TWO FIRMS IN EACH INDUSTRY FOR WHICH AN OLD AND A NEW PROCESS WERE COMPARED -- BANKING, STEEL ANNEALING, STEEL GALVANIZING, AND AEROSPACE METAL MACHINING. ALL PAIRS OF PROCESSES SHOWED THE EXPECTED REDUCTION IN MAN-HOUR REQUIREMENT PER UNIT, AND IN ALL CASES INSTALLATION OF THE NEW PROCESS WAS JUSTIFIED IN TERMS OF HIGHER PRODUCTIVITY. MEAN SKILL LEVELS WERE INCREASED TO A STATISTICALLY SIGNIFICANT EXTENT IN ALL CASES EXCEPT METAL MACHINING WHERE THEY WERE REDUCED SIGNIFICANTLY. HOWEVER, THE CHANGES WERE SMALL IN ABSOLUTE TERMS. MANPOWER DEMAND INCREASES RESULTING FROM USING THE NEW PROCESSES WERE NOT BIG ENOUGH TO AFFECT THE LABOR FORCE. THEREFORE, OTHER SECTORS OF THE ECONOMY WILL HAVE TO FURNISH NEEDED EMPLOYMENT. THE APPENDIX, APPROXIMATELY 200 PAGES, CONTAINS PROCEDURES FOR CREATING THE INSTRUMENTS USED IN THE STUDY, RAW DATA, DATA ANALYSIS, AND JOB DESCRIPTIONS WITHIN THE FIVE CASES. (EM)

ED015329 VT004319
THE ROLE OF TECHNICAL SCHOOLS IN IMPROVING THE SKILLS AND EARNING CAPACITY OF RURAL MANPOWER, A CASE STUDY. FINAL REPORT. PEJOVICH, SVETOZAR; SULLIVAN, WILLIAM, SEP66, 24P.

AN EFFORT WAS MADE TO ESTABLISH A BASIS FOR EVALUATING THE PRIVATE AND SOCIAL COSTS AND RETURNS ACCRUING FROM INVESTMENT IN RURAL TECHNICAL SCHOOLS. A SERIES OF STATISTICAL FORMULAS WAS DEVELOPED AND TESTED ON QUESTIONNAIRE DATA SUPPLIED BY 359 GRADUATES AND TRAINEES OF THE WINONA AREA TECHNICAL SCHOOL IN MINNESOTA. THE NINE PROGRAM AREAS OF MANPOWER DEVELOPMENT AND TRAINING ACT (MDTA) INSTRUCTION WERE AUTO MECHANICS, AUTO BODY REPAIR, INDUSTRIAL ELECTRONICS, HIGHWAY TECHNICIAN, MACHINE TOOL AND DIE MAKING, WELDING, GENERAL OFFICE CLERK, PRACTICAL NURSING, AND STENOGRAPHY. SYSTEMATIC DOWNWARD BIAS WAS INTRODUCED INTO EACH VARIABLE IN ORDER TO KEEP FORMULAS CONSERVATIVE. PRIVATE COST INCLUDED STUDENT DIRECT AND INDIRECT COSTS. ANNUAL PRIVATE RETURN WAS CALCULATED UPON THE BASIS OF PRE- AND POST-TRAINING ANNUAL INCOMES. SOCIAL COSTS WERE BASED UPON EDUCATIONAL EXPENDITURES, CAPITAL SPENT, AND MDTA SUBSIDIES TO STUDENTS. SOCIAL RETURNS WERE BASED UPON GROSS EARNING DIFFERENTIALS. FINDINGS LED TO THE CONCLUSION THAT THERE WERE WIDE VARIATIONS IN PRIVATE GAINS. THE ZERO-OR-LESS GAINS WERE OFFSET BY THE INTANGIBLE SATISFACTION EXPRESSED BY TRAINEES. MEDIAN PRIVATE GAIN RATES WERE HIGHER OR EQUAL TO AVERAGE RATES EXPECTED OF OTHER INVESTMENTS. MEDIAN SOCIAL GAIN RATES WERE LOWER THAN OTHER SOCIAL INVESTMENTS. ABOUT 80 PERCENT OF THE GRADUATES WERE REMAINING IN THEIR COMMUNITIES. (JM)

ED015363 AC001691
INSTITUTE IN MUSIC FOR SOUTHEASTERN KENTUCKY AREA ELEMENTARY PUBLIC SCHOOL TEACHER AIDES. FINAL REPORT. 07JUL67, 8P.

TO IMPROVE ELEMENTARY MUSIC INSTRUCTION IN THE PUBLIC SCHOOLS, 19 SOUTHEASTERN KENTUCKY TEACHER-AIDES ATTENDED AN INSTITUTE IN MUSIC HELD AT UNION COLLEGE (BARBOURVILLE, KENTUCKY) FOR TWO WEEKS, JUNE 19-30, 1967. FOR TWO HOURS EACH DAY THEY STUDIED THE USE OF PHONOGRAPH RECORDS, GROUP SINGING, CLASSROOM INSTRUMENTS, RHYTHMIC DANCE, AND THE RELATIONSHIP OF MUSIC TO ACOUSTICS, SOCIOLOGY, ART, AND GEOGRAPHY. THERE WERE THREE INSTRUCTORS. EACH STUDENT RECEIVED A SONGFLUTE AND INSTRUCTION BOOK, A PROGRAMED TEXTBOOK DEALING WITH MUSIC TERMINOLOGY, AND WORKSHOP SAMPLES OF PUBLISHERS' SONGBOOK SERIES. A FORMAL LETTER WAS PREPARED FOR EACH PARTICIPANT REQUESTING MATERIALS FOR HER USE IN HER SCHOOL. A CERTIFICATE OF ATTENDANCE WAS AWARDED. EACH PARTICIPANT EVALUATED THE INSTITUTE THROUGH A QUESTIONNAIRE COMPLETED AND RETURNED BY MAIL. ALL REQUESTED THAT THE INSTITUTE BE REPEATED, PREFERABLY DURING THE SUMMER. NONE SAID IT WAS TOO LONG AND SEVERAL DESIRED FOLLOWUP SESSIONS DURING THE SCHOOL YEAR. THE INSTRUCTORS SUGGESTED THAT FOLLOWUP INSERVICE PROGRAMS BE HELD, THAT SIMILAR INSTITUTES FOR TEACHER-AIDES IN ART, DRAMA, AND RECREATION BE SCHEDULED, AND THAT A MUSIC INSTITUTE BE HELD FOR RECREATIONAL LEADERS IN THE APPALACHIA AREA COMMUNITY CENTERS. (THE DOCUMENT INCLUDES AN ITEMIZED BUDGET.) (AJ)

ED015524 EA000899
SCHOOL-COMMUNITY RELATIONS--A NEW APPROACH. ADMINISTRATION IN EDUCATION SERIES. ENGSTROM, YVONNE; SUMPTION, MERLE R., 66,
DOCUMENT NOT AVAILABLE FROM EDRS.

THIS BOOK PRESENTS A VIEW OF SCHOOL-COMMUNITY RELATIONS BASED ON THE CONCEPT OF THE CHANGING SCHOOL IN THE CHANGING COMMUNITY. TO DEVELOP AND MAINTAIN A DESIRABLE AND ADEQUATE RELATIONSHIP BETWEEN SCHOOL AND COMMUNITY, FOUR ESSENTIAL PRINCIPLES MUST BE OPERATIVE--(1) RECOGNITION THAT THE SCHOOL IS A PUBLIC ENTERPRISE, (2) UNDERSTANDING THAT THE AMERICAN PUBLIC SCHOOL HAS A RESPONSIBILITY TO SEEK OUT TRUTH AND TEACH PEOPLE TO LIVE BY IT, (3) REALIZATION THAT THERE MUST BE SYSTEMATIC, STRUCTURED, AND ACTIVE CITIZEN PARTICIPATION IN EDUCATIONAL PLANNING, POLICY MAKING, PROBLEM SOLVING, AND EVALUATION, AND (4) RECOGNITION THAT AN EFFECTIVE TWO-WAY SYSTEM OF COMMUNICATION BETWEEN SCHOOL AND COMMUNITY IS NEEDED. TEN AREAS ARE CONSIDERED RELATIVE TO WAYS A PRIVATE CITIZEN CAN CONTRIBUTE CONSTRUCTIVELY AND EFFECTIVELY TO THE IMPROVEMENT OF EDUCATION--(1) THE PUBLIC SCHOOL IN THE MODERN COMMUNITY, (2) THE SCHOOL AND THE COMMUNITY POWER STRUCTURE, (3) THE ROLE OF THE COMMUNITY IN EDUCATION, (4) COMMUNITY PARTICIPATION, (5) THE CITIZEN ADVISORY COMMITTEE, (6) COMMUNICATION BETWEEN SCHOOL AND COMMUNITY, (7) THE DEVELOPMENT AND MAINTENANCE OF COMMUNICATION, (8) PRINCIPLES OF OPERATION, (9) THE SCHOOL AND SOCIAL CHANGE, AND (10) BASIC ISSUES IN SCHOOL-COMMUNITY RELATIONS. THIS DOCUMENT IS PUBLISHED BY MCGRAW-HILL BOOK COMPANY, 330 WEST 42ND STREET, NEW YORK, NEW YORK 10036, 238 PAGES, $6.95. (HM)

ED015525 EA000900
TEACHERS AND UNIONS--THE APPLICABILITY OF COLLECTIVE BARGAINING TO PUBLIC EDUCATION. 66,
DOCUMENT NOT AVAILABLE FROM EDRS.

INTERVIEWS WERE HELD WITH SUPERINTENDENTS AND TEACHERS IN A SELECTED SAMPLE OF 16 SCHOOL DISTRICTS, DRWN FROM A NATIONWIDE LIST OF 108 DISTRICTS WITH HISTORIES OF COLLECTIVE NEGOTIATIONS, TO STUDY THE VIABILITY OF COLLECTIVE BARGAINING AT THE LOCAL LEVEL AS A MEANS FOR DETERMINING WAGES AND WORKING CONDITIONS OF PUBLIC SCHOOL TEACHERS. BECAUSE OF ITS ECONOMIC STRUCTURE AND ADMINISTRATION, LEGAL ASPECTS, LABOR MARKET, AND TEACHER ORGANIZATIONS, THE ENVIRONMENT OF PUBLIC EDUCATION WAS REGARDED AS UNIQUE FOR THE DEVELOPMENT OF COLLECTIVE BARGAINING. SIX COMMON FEATURES OF COLLECTIVE BARGAINING WERE FOUND TO BE PARTICULARLY RELATED TO PUBLIC EDUCATION--EXCLUSIVE RECOGNITION, APPROPRIATE BARGAINING UNIT, JOINT DECISIONMAKING, BARGAINING POWER, SCOPE OF BARGAINING, AND THE WRITTEN AGREEMENT. THESE SIX FEATURES WERE STUDIED WITH RESPECT TO (1) REASONS FOR DEVELOPMENT OF THE FEATURE IN THE PRIVATE SECTOR, (2) FUNCTIONAL APPROPRIATENESS IN PUBLIC EDUCATION, (3) CURRENT UTILIZATION IN PUBLIC EDUCATION, AND (4) DEGREE OF MODIFICATION NECESSARY FOR VIABILITY IN THE PUBLIC EDUCATIONAL ENVIRONMENT. THE STUDY CONCLUDED THAT A MODIFIED FORM OF LOCAL-LEVEL COLLECTIVE BARGAINING IS VIABLE IN PUBLIC EDUCATION. NO SIGNIFICANT DIFFERENCE WAS FOUND IN THE PRACTICAL IMPACT OF NEA AND AFT APPROACHES. THIS DOCUMENT IS PUBLISHED BY INDUSTRIAL RESEARCH UNIT, WHARTON SCHOOL OF FINANCE AND COMMERCE, UNIVERSITY OF PENNSYLVANIA, PHILADELPHIA 19104, 288 PAGES, $8.50 CLOTHBOUND, AND $5.95 PAPERBOUND. (JK)

ED015529 EA000927
EDUCATION AND PUBLIC UNDERSTANDING. SECOND EDITION. EXPLORATION SERIES IN EDUCATION. 67,
DOCUMENT NOT AVAILABLE FROM EDRS.

THE SECOND EDITION OF A 1959 STUDY EXAMINES THE IMPLICATIONS OF RECENT RESEARCH AND MODERN COMMUNICATION MEDIA FOR PROVIDING EDUCATORS WITH THE CAPACITY TO OBTAIN PUBLIC MORAL AND FINANCIAL SUPPORT FOR SCHOOLS. CITIZEN SUPPORT OF EDUCATION DEPENDS LARGELY ON THE AVAILABILITY AND DISCUSSION OF PERTINENT INFORMATION. BASED ON THE PRINCIPLE THAT CITIZENS HAVE A RIGHT TO BE INFORMED AND THE EVIDENCE THAT FREE PEOPLE AWARD THEIR SUPPORT TO MATTERS THEY UNDERSTAND AND VALUE, PROCEDURES ARE OUTLINED BY WHICH ADMINISTRATORS, TEACHERS, AND SCHOOL BOARDS CAN CREATE GENUINE PUBLIC UNDERSTANDING, INCLUDING WAYS OF ESTABLISHING EFFECTIVE WORKING RELATIONSHIPS WITH THE MEDIA OF NEWSPAPERS, TELEVISION, AND RADIO. VALUES AND LIMITATIONS OF SCHOOL PUBLICATIONS ARE ANALYZED AND PRODUCTION TECHNIQUES ARE SUMMARIZED. WHILE ADMINISTRATORS ARE PRIMARILY RESPONSIBLE FOR ACHIEVING PUBLIC UNDERSTANDING OF EDUCATION, TEACHERS PLAY A VITAL ROLE IN WORKING WITH PUPILS, PARENTS, ORGANIZATIONS, AND MASS MEDIA TO GAIN APPRECIATION OF THE FUNCTIONS AND VALUES OF SCHOOLING. IN THEIR RELATIONSHIP WITH THE SCHOOL SUPERINTENDENT, SCHOOL BOARD MEMBERS MAKE A SPECIAL CONTRIBUTION TO PUBLIC UNDERSTANDING. A CASE STUDY ILLUSTRATES HOW A SCHOOL ADMINISTRATOR IN A TYPICAL COMMUNITY CAN UTILIZE THE FACTS AND IDEAS PRESENTED IN THE STUDY. THIS DOCUMENT IS PUBLISHED BY HARPER AND ROW, PUBLISHERS, INC., 49 EAST 33RD STREET, NEW YORK, NEW YORK 10016, 622 PAGES, $9.95. (JK)

ED015533 EA000940
PROGRAM EVALUATION AND REVIEW TECHNIQUE--APPLICATIONS IN EDUCATION. 66, 109P.
HC NOT AVAILABLE FROM EDRS.

THIS MONOGRAPH IS INTENDED TO DISSEMINATE TO THE EDUCATIONAL COMMUNITY THE BASIC CONCEPTS AND PRINCIPLES OF A RECENTLY DEVELOPED PROJECT MANAGEMENT INFORMATION SYSTEM ENTITLED PROGRAM EVALUATION AND REVIEW TECHNIQUE (PERT). PERT IS A METHODOLOGY FOR PLANNING THE DIVERSE ACTIVITIES IN EITHER LARGE OR SMALL PROJECTS. STEPS OF THE PERT TECHNIQUE INCLUDE--WORK BREAKDOWN STRUCTURE, NETWORK DEVELOPMENT, ACTIVITY TIME ESTIMATION, NETWORK TIME CALCULATION, SCHEDULING, PROBABILITY ASPECTS OF PERT, REPLANNING THE PROJECT, AND AN INTRODUCTION TO PERT-COST. SEVERAL MODELS ARE PRESENTED TO ILLUSTRATE AREAS IN WHICH PERT CAN BE APPLIED TO EDUCATIONAL RESEARCH AND DEVELOPMENT PROJECTS--(1) EXPERIMENTAL RESEARCH, (2) SURVEY RESEARCH, (3) HISTORICAL RESEARCH, (4) DEVELOPMENTAL PROJECTS, (5) CURRICULUM DEVELOPMENT, (6) EDUCATIONAL SERVICE PROJECTS, (7) RESEARCH INTEGRATION PROJECTS, AND (8) THEORY DEVELOPMENT PROJECTS. PRACTICAL CONSIDERATIONS FOR IMPLEMENTING PERT ON EDUCATIONAL RESEARCH AND DEVELOPMENT PROJECTS ARE ALSO INCLUDED. THIS DOCUMENT IS AVAILABLE AS CATALOG NO. FS 5.212-12024 FROM THE SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402, FOR $0.45. (HW)

ED015538 EA000951
ISSUES AND PROBLEMS IN CONTEMPORARY EDUCATIONAL ADMINISTRATION, A REVIEW OF RELATED LITERATURE. SUPPLEMENTARY REPORT. GOLDHAMMER, KEITH; AND OTHERS, AUG67, 63P.

SOME 138 ARTICLES, RESEARCH REPORTS, AND UNPUBLISHED ITEMS, DATING FROM 1953 TO 1966, CONTRIBUTED TO THE DEVELOPMENT OF A RATIONALE FOR A MAJOR STUDY OF PROBLEMS FACING PUBLIC SCHOOL SUPERINTENDENTS. BRIEF REVIEWS COORDINATE THE MATERIAL UNDER SIX MAIN HEADINGS--(1) EDUCATIONAL CHANGE, (2) NEGOTIATIONS AND TEACHER MILITANCY, (3) ASPECTS OF INSTRUCTION, (4) ADMINISTRATIVE LEADERSHIP, (5) CRITICAL SOCIAL ISSUES, AND (6) EDUCATIONAL FINANCE. (JK)

ED015541 EA000981
PARTNERS FOR EDUCATIONAL PROGRESS (PEP), AN ANALYSIS OF COOPERATION--IMPORTANCE, STATUS, PRINCIPLES, EXAMPLES AND ACTION PROGRAMS. OCT67, 68P.

FOUR ESSAYS REFLECT THE THINKING AND RECOMMENDATIONS OF PARTICIPANTS IN THE KANSAS CITY METROPOLITAN SCHOOL STUDY GROUP CONFERENCE OF 1966 AND HERALD A GREATER DETERMINATION TO ACHIEVE THE GOALS OF SCHOOL STUDY COUNCILS. MAJOR THEMES DEAL WITH THE ROLE OF EDUCATION IN THE INCREASING INTERDEPENDENCE OF SOCIAL INSTITUTIONS, METHODS FOR GAINING AND MAINTAINING COOPERATION BETWEEN AUTONOMOUS ORGANIZATIONS, SPECIFIC EXAMPLES OF EDUCATIONAL PROJECTS HIGHLIGHTING INTERORGANIZATIONAL COOPERATION, AND PROPOSALS FOR CHANGING COOPERATIVE RELATIONSHIPS INTO ACTION PROGRAMS. THE NEED FOR POSITIVE LOCAL ACTION BY METROPOLITAN SCHOOL STUDY GROUPS IN INITIATING COOPERATIVE VENTURES BETWEEN EDUCATIONAL AGENCIES IS STRESSED. APPENDICES INCLUDE A DEFINITION OF WHAT CONSTITUTES A METROPOLITAN AREA, A LIST OF EDUCATIONAL PROGRAMS AND INFORMATIONAL AGENCIES IN THE KANSAS CITY AREA, AND A FORMAT FOR DEVELOPMENT OF A METROPOLITAN DATA BANK. THIS DOCUMENT HAS BEEN DERIVED FROM THE METROPOLITAN SCHOOL STUDY GROUP FALL CONFERENCE (4TH, EXCELSIOR SPRINGS, MISSOURI, NO DATE), AND IS ALSO AVAILABLE FROM PROFESSOR EDWIN BAILEY, EXECUTIVE SECRETARY, (MSSG) SCHOOL OF EDUCATION, UNIVERSITY OF MISSOURI, KANSAS CITY, MISSOURI 64110, FOR $0.50. (JK)

ED015547 EA001016
DROPOUT AND RETENTION RATE METHODOLOGY USED TO ESTIMATE FIRST-STAGE ELEMENTS OF THE TRANSITION PROBABILITY MATRICES FOR DYNAMOD II. HUDMAN, JOHN T.; ZABROWSKI, EDWARD K., 20APR67, 16P.

EQUATIONS FOR SYSTEM INTAKE, DROPOUT, AND RETENTION RATE CALCULATIONS ARE DERIVED FOR ELEMENTARY SCHOOLS, SECONDARY SCHOOLS, AND COLLEGES. THE PROCEDURES DESCRIBED WERE FOLLOWED IN DEVELOPING ESTIMATES OF SELECTED ELEMENTS OF THE TRANSITION PROBABILITY MATRICES USED IN DYNAMOD II. THE PROBABILITY MATRIX CELLS ESTIMATED BY THE PROCEDURES DESCRIBED ARE INCLUDED IN AN APPENDIX. A PROCEDURE FOR SEX DIFFERENTIATION IS ILLUSTRATED. (HW)

ED015551 EA001052
AN ANALYSIS OF THE POSITION OF RESEARCH DIRECTOR IN THE PUBLIC SCHOOL SYSTEMS THROUGHOUT THE FIFTY STATES. SUMMARY REPORT. AUG67, 23P.

THIS STUDY'S PURPOSE WAS TO DETERMINE (1) THE REQUIREMENTS FOR THE POSITION OF RESEARCH DIRECTOR IN PUBLIC SCHOOL SYSTEMS IN THE FIFTY STATES, (2) DISTINGUISHING CHARACTERISTICS OF THE RESEARCH DIRECTOR'S POSITION, AND (3) THE NATURE OF THE RESEARCH DIRECTOR'S JOB. A REVIEW OF THE LITERATURE PROVIDED THE BASIS FOR THE CONSTRUCTION OF A QUESTIONNAIRE SENT TO 214 SCHOOL DISTRICTS WITH STUDENT ENROLLMENTS OF MORE THAN 12,000. ONE HUNDRED SIXTY-EIGHT USABLE RESPONSES WERE RECEIVED. SOME OF THE MORE NOTABLE FINDINGS INCLUDED--(1) THE MASTER'S DEGREE WAS THE MOST COMMON DEGREE REQUIREMENT, (2) A HIGH PERCENTAGE OF SCHOOL DISTRICTS DID NOT HAVE MAJOR OR MINOR FIELD REQUIREMENTS, (3) THE SUPERINTENDENT OF SCHOOLS WAS THE IMMEDIATE SUPERVISOR OF THE RESEARCH DIRECTOR IN 56.5 PERCENT OF THE SCHOOL DISTRICTS, (4) THE RESEARCH DIRECTOR DIRECTLY SUPERVISED PERSONNEL IN 80.9 PERCENT OF THE DISTRICTS, AND (5) THE MAJOR AREAS OF RESPONSIBILITY OF THE

RESEARCH DIRECTOR WERE IN THE AREAS OF EVALUATION OF EXPERIMENTAL PROGRAMS, SURVEYS, REPORTS, EVALUATION OF PROJECTS FUNDED BY THE FEDERAL GOVERNMENT, CONSULTANT SERVICES, AND TESTING. FROM THE LITERATURE REVIEW, FINDINGS, AND STUDY CONCLUSIONS, RECOMMENDATIONS WERE MADE CONCERNING THE POSITION OF THE PUBLIC SCHOOL RESEARCH DIRECTOR. (HW)

ED015556 EA001064
STUDENT-TEACHER POPULATION GROWTH MODEL--DYNAMOD II. ZABROWSKI, EDWARD K.; AND OTHERS, 29MAY67, 84P.

DYNAMOD II IS A COMPUTERIZED MARKOVIAN-TYPE FLOW MODEL DEVELOPED TO PROVIDE ESTIMATES OF THE EDUCATIONAL POPULATION OF STUDENTS AND TEACHERS OVER SELECTED INTERVALS OF TIME. THE POPULATION IS CROSS-CLASSIFIED INTO 108 GROUPS BY SEX, RACE, AGE, AND EDUCATIONAL CATEGORY. THIS NOTE DESCRIBES THE METHODOLOGY USED IN DYNAMOD II, COMPARES DYNAMOD II STUDENT AND TEACHER PROJECTIONS TO 1970, AND AGE, SEX, AND RACE PROJECTIONS WITH THOSE OF THE OFFICE OF EDUCATION, AND MAKES SPECIAL ANALYSES OF BIRTH VARIATIONS, VARIATIONS IN RETENTION RATES OF STUDENTS AND TEACHERS, AND STUDENT-TEACHER RATIOS. INCLUDED AMONG THE MORE IMPORTANT FINDINGS ARE--(1) DYNAMOD II IS A SUITABLE REPRESENTATION OF THE EDUCATIONAL POPULATION FOR PLANNING PURPOSES, (2) THE MODEL IS USEFUL FOR EXPLORING THE EFFECTS OF CHANGES IN THE BIRTH AND DEATH RATES IN THE EDUCATIONAL POPULATION, (3) THE MODEL IS USEFUL FOR EXAMINING THE IMPACT ON THE EDUCATIONAL POPULATION OF POLICIES DESIGNED TO KEEP MORE STUDENTS IN SCHOOL, (4) THE GREATEST IMPACT OF A CHANGE IN STUDENT RETENTION OCCURRED IN THE COLLEGE SECTOR, (5) THE TEACHING SECTOR WAS FOUND TO BE MORE SENSITIVE TO CHANGES IN RETENTION RATES THAN THE STUDENT SECTOR, AND (6) STUDENT-TEACHER RATIOS WERE FOUND TO BE MORE SENSITIVE TO CHANGES IN THE TEACHER RETENTION RATES THAN WERE STUDENT RETENTION RATES. (HW)

ED015558 EA001187
REPORT ON COOPERATIVE RESEARCH TO IMPROVE THE NATION'S SCHOOLS, FISCAL YEAR 1966. 15JUN67, 131P.

EDUCATIONAL RESEARCH, INFORMATION DISSEMINATING ACTIVITIES, AND TRAINING IN RESEARCH ADMINISTERED BY THE OFFICE OF EDUCATION'S BUREAU OF RESEARCH IN ACCORDANCE WITH THE REQUIREMENTS OF TITLE IV, SECTION 2(D), OF PUBLIC LAW 89-10 ARE DESCRIBED. THE COOPERATIVE RESEARCH ACT, PASSED IN 1954 (AMENDED IN 1966), BECAME OPERATIONAL IN FISCAL YEAR 1957 WITH A FUNDING OF $1.02 MILLION. IT WAS BASED ON THE CONVICTION THAT FEDERAL SUPPORT SHOULD BE DIRECTED TO PROBLEMS WHICH REQUIRE RESOURCES BEYOND THE MEANS OF STATE AND LOCAL AGENCIES. THIS REPORT DESCRIBES THE FIRST YEAR'S PROGRESS TOWARD TRANSLATING THE AMENDED AUTHORIZATIONS INTO ACTIVE EDUCATIONAL RESEARCH PROJECTS AND PROGRAMS AIMED AT FINDING SOLUTIONS TO SOME OF THE GREATEST PROBLEMS FACING EDUCATORS TODAY. IT ALSO OUTLINES CONTINUOUS EVALUATION OF BUREAU ADMINISTRATIVE PROCEDURES TO HELP GUARANTEE THAT COOPERATIVE RESEARCH FUNDS ARE INVESTED IN THE MOST PRODUCTIVE ACTIVITIES. FUNDS WERE USED FOR FOUR KINDS OF PROGRAMS IN FISCAL YEAR 1966--(1) RESEARCH AND DEVELOPMENT CENTERS, (2) EDUCATIONAL LABORATORIES, (3) EDUCATIONAL RESEARCH INFORMATION CENTER SYSTEMS, AND (4) PROGRAMS FOR TRAINING EDUCATIONAL RESEARCHERS. FUNDS WERE ALSO USED FOR PROJECT RESEARCH AND RELATED ACTIVITIES IN (1) BASIC AND APPLIED RESEARCH AND CURRICULAR IMPROVEMENT IN ELEMENTARY, SECONDARY, AND HIGHER EDUCATION, (2) ARTS AND HUMANITIES RESEARCH, (3) RESEARCH IN ADULT AND CONTINUING EDUCATION, AND (4) INFORMATION UTILIZATION RESEARCH ACTIVITIES. APPENDICES INCLUDE FISCAL YEAR 1966 INFORMATION ON (1) THE NINE RESEARCH AND DEVELOPMENT CENTERS RECEIVING COOPERATIVE RESEARCH SUPPORT, (2) THE 19 EDUCATIONAL LABORATORIES ESTABLISHED, THEIR HEADQUARTERS, AND THE STATES THEY SERVE, (3) THE COOPERATIVE RESEARCH OBLIGATIONS FOR PROJECTS AND PROGRAMS SUPPORT BY STATE, AND (4) A LIST, BY STATE, INSTITUTION, AND AMOUNT OF OBLIGATION, OF COOPERATIVE RESEARCH ACTIVITIES SUPPORTED. (HW)

ED015632 EF000923
THE RELATIONSHIP OF INITIAL COST AND MAINTENANCE COST IN ELEMENTARY SCHOOL BUILDINGS. JUL60,
DOCUMENT NOT AVAILABLE FROM EDRS.

THIS REPORT IS A STATISTICAL ANALYSIS OF THE RELATIONSHIP BETWEEN INITIAL SCHOOL CONSTRUCTION COSTS AND FUTURE MAINTENANCE COSTS. WHILE THE STUDY IS RESTRICTED TO THE LOS ANGELES CITY SCHOOL DISTRICT, THE RESULTS ARE TO SOME EXTENT GENERALIZABLE. THE STUDY SHOWS AN INVERSE RELATIONSHIP IN THESE COSTS--WHERE INITIAL CONSTRUCTION COSTS ARE LOW MAINTENANCE COSTS TEND TO BE HIGH. FACTORS RELATED TO INITIAL COST ARE--WALL CONSTRUCTION IN OFFICES AND CLASSROOMS, THE NUMBER OF BIDDERS FOR EACH BUILDING AND ADDITION, THE YEAR OF THE BID, SITE TOPOGRAPHY, AND TOTAL NUMBER OF SQUARE FEET OF PERMANENT CONSTRUCTION IN A SINGLE BID. THESE FACTORS TEND TO REDUCE THE DIFFERENCE BETWEEN THE TWO COSTS AND COUNTERACT THE EFFECT ON FUTURE MAINTENANCE COST RESULTING FROM MATERIAL USED IN CONSTRUCTION. TWO RELATIONSHIPS BETWEEN THESE COSTS ARE SHOWN--THE LARGER THE PROPORTION OF CLASSROOMS IN A BUILDING THE LOWER THE INITIAL AND MAINTENANCE COSTS, THE LARGER THE PROPORTION OF THE SCHOOL BUILDING DEVOTED TO GROUP ACTIVITY, THE HIGHER THE INITIAL COST BUT THE LOWER THE MAINTENANCE COST. METHODOLOGY FOR THE STUDY, CHARTS AND RECOMMENDATIONS ARE INCLUDED IN THE REPORT. THIS DOCUMENT IS AVAILABLE FROM THE WESTERN REGIONAL CENTER, EDUCATIONAL FACILITIES LABORATORIES, INC., SCHOOL OF EDUCATION, STANFORD UNIVERSITY, STANFORD, CALIFORNIA. (GM)

ED015639 EF001283
PLANNING AND OPERATING COLLEGE UNION BUILDINGS. OCT67, 44P.

THIS MONOGRAPH IS A DISCUSSION OF FOUR ASPECTS OF STUDENT UNIONS. PART ONE DISCUSSES THE NATURE AND PURPOSE OF A UNION AND THE UNION AS A CAMPUS CENTER. PART TWO DEALS WITH THE PLANNING OF UNION BUILDINGS AND GIVES PROCEDURES, PRINCIPLES AND CAUTIONS. UNION FACILITIES AND SERVICES ARE LISTED. PART THREE DISCUSSES THE ORGANIZATION AND ACTIVITIES OF A UNION IN THE AREAS OF STAFF, MANAGEMENT, RELATIONS TO THE COLLEGE, TO EDUCATION'S PROGRAMS, TO STUDENT AFFAIRS, TO THE EDUCATION FUNCTION AND TO THE BUSINESS OFFICE. PART FOUR DISCUSSES THE FINANCIAL POLICIES RELATIVE TO FUNDS FOR CONSTRUCTION, PAYMENT OF DEBT, STUDENT FEES, REPAIRS, UTILITIES, PROGRAM FUNDS, STAFF BENEFITS, PROFITS AND DISPOSITION OF OPERATING BALANCE. COPIES ARE ALSO AVAILABLE FROM THE CENTRAL OFFICE OF THE ASSOCIATION OF COLLEGE UNIONS, WILLARD STRAIGHT HALL, CORNELL UNIVERSITY, ITHACA, N.Y., 14850 FOR $2.00. (HH)

ED015640 EM003448
INSTRUCTIONAL TELEVISION RESEARCH REPORTS. 01JUN56, 408P.

SIX EXPERIMENTAL STUDIES AND ONE SURVEY IN INSTRUCTIONAL TELEVISION ARE COMBINED AND SUMMARIZED TO SHOW AREAS FOR SUCCESSFUL APPLICATION OF TELEVISION TO THE TRAINING OF MILITARY PERSONNEL, AND AREAS REQUIRING FURTHER RESEARCH. A SUMMARY OF RESULTS SHOWS TELEVISION TO BE AS EFFECTIVE OR MORE SO THAN REGULAR INSTRUCTION. HOWEVER, HIGH INITIAL COSTS, LARGE PERSONNEL REQUIREMENTS, DIFFICULT OPERATION AND MAINTENANCE REQUIREMENTS, AND COMPLICATED PROGRAMING HAVE RESTRICTED ITS USE. IT IS RECOMMENDED THAT TELEVISION BE USED WHEN ITS UNIQUE CHARACTERISTICS MAKE ITS USE CLEARLY ADVISABLE, REGARDLESS OF COSTS AND OPERATIONAL PROBLEMS. (MS)

ED015656 EM004051
FEASIBILITY STUDY OF A NEW MOBILE MULTI-MEDIA SERVICE FOR HAVE-NOT SCHOOL DISTRICTS. FINAL REPORT. MAR67, 62P.

THIS STUDY SOUGHT TO ASSESS CURRENT UTILIZATION OF MULTI-MEDIA FACILITIES IN SMALL, RURAL COMMUNITIES, AND TO PLAN AN INNOVATIVE MOBILE MULTI-MEDIA LABORATORY FOR THESE COMMUNITIES. INFORMATION ON CURRENT FACILITIES AND ATTITUDES WAS GATHERED AT EDUCATORS' MEETINGS AND IN INTERVIEWS WITH PROFESSIONALS. THE NEEDS FOR QUALIFIED PERSONNEL AND ADDITIONAL MATERIALS WERE ESPECIALLY STRESSED. A PROPOSAL FOR A 3-YEAR DEMONSTRATION OF THE MOBILE LABORATORY WAS PREPARED FOR SUBMISSION TO THE U.S. OFFICE OF EDUCATION UNDER TITLE III OF THE ELEMENTARY AND SECONDARY ACT. APPENDICES TO THIS STUDY INCLUDE THE PROPOSAL WITH COST DATA, SURVEY QUESTIONS AND ENROLLMENT FIGURES. (LH)

ED015663 EM005589
A GUIDE TO EDUCATIONAL TELEVISION. 66, 26P.

KANSAS' FIRST EDUCATIONAL TV STATION, KTWU, IS DESCRIBED. KTWU PROVIDES A SCHOOL SERVICE, SOME SEVENTEEN SUBJECTS DESIGNED FOR GRADES ONE TO TWELVE, AND A COMMUNITY PROGRAM SERVICE, WITH PROGRAMS FOR GENERAL ENRICHMENT. SUGGESTIONS FOR TV INSTALLATIONS IN SCHOOLS AND COMMUNITIES ARE MADE, AND FURTHER APPLICATIONS OF EDUCATIONAL TV IN KANSAS ARE DISCUSSED. (MS)

ED015675 EM005784
THE INSTRUCTIONAL EFFECTIVENESS OF COLOR IN TELEVISION--A REVIEW OF THE EVIDENCE. USING EDUCATIONAL MEDIA--GUIDES TO THE LITERATURE, SERIES 1. JAN68, 11P.
EDRS PRICE MF-$0.25 HC-$0.52

THIS DOCUMENT REVIEWS A NUMBER OF STUDIES CONDUCTED TO DETERMINE THE EFFECT OF COLOR IN TELEVISION ON HUMAN LEARNING, AS MEASURED BY OBJECTIVE TESTS. THE FINDINGS REVEAL AN APPARENT LACK OF COLOR EFFECTIVENESS UPON LEARNING. (MS)

ED015681 EM005980
ELEMENTS OF AN EFFECTIVE AUDIOVISUAL PROGRAM, A HANDBOOK FOR WISCONSIN EDUCATORS. 66, 63P.

THIS HANDBOOK CONTAINS ILLUSTRATED DESCRIPTIONS OF SEVEN ELEMENTS FOR AN EDUCATIONAL AUDIOVISUAL PROGRAM--(1) COMMITMENT, (2) FACILITIES, (3) STAFF, (4) BUDGET, (5) INSERVICE TRAINING, (6) MATERIALS AND EQUIPMENT, AND (7) EVALUATION. (MS)

ED015684 EM005997
A REPORT OF THE NATIONAL CONFERENCE ON THE LONG-RANGE FINANCING OF EDUCATIONAL TELEVISION STATIONS (2D, WASHINGTON, D.C., MARCH 5-7, 1967). WADE, SERENA E.; WADE, WARREN L., MAY67, 118P.

THE CONFERENCE WAS CALLED TO REVIEW AND REACT TO THE CARNEGIE COMMISSION REPORT, PUBLIC TELEVISION--A PROGRAM FOR ACTION, AND TO MAKE RECOMMENDATIONS FOR FURTHER ACTION. THE PARTICIPANTS ENDORSED THE RECOMMENDATIONS OF THE REPORT AND ADDED SOME AMENDMENTS. AN HISTORICAL PERSPECTIVE ON LEGISLATION AFFECTING EDUCATIONAL TELEVISION IS GIVEN. APPENDICES INCLUDE INDIVIDUAL ADDRESSES GIVEN AT THE CONFERENCE AND A LIST OF PARTICIPANTS. (MS)

ED015691 FL000603
AN EXPERIMENT IN STATEWIDE DEVELOPMENT, THE INDIANA LANGUAGE PROGRAM. 66, 2P.

WITH A 1962 GRANT FROM THE FORD FOUNDATION FOR THE FIRST FIVE YEARS OF A COORDINATED 10-YEAR PROJECT DESIGNED TO EXPAND AND IMPROVE FOREIGN LANGUAGE INSTRUCTION IN THE STATE, THE INDIANA LANGUAGE PROGRAM (ILP) PROPOSED, WITH THE COOPERATION OF OTHER STATE AGENCIES AND INSTITUTIONS, TO UPDATE PROGRAM METHODS AND OBJECTIVES IN THE HIGH SCHOOLS AND TO EXTEND THE STUDY SEQUENCE AT BOTH THE HIGH SCHOOL AND COLLEGE LEVELS. THREE YEARS LATER, THE SITUATION HAD IMPROVED SO CONSPICUOUSLY THAT INDIANA ALREADY HAD A GROWING REPUTATION OF BEING PROGRESSIVE IN THE FIELD AND HAD BEGUN TO COMPARE FAVORABLY WITH NATIONAL NORMS IN ENROLLMENT PROGRESS. THE ILP PLANNED TO ACHIEVE ITS DUAL OBJECTIVES OF QUANTITATIVE AND QUALITATIVE IMPROVEMENT THROUGH A CHRONOLOGICALLY CONCEIVED SERIES OF ACTIVITIES. ONCE A GENERALLY FAVORABLE ENVIRONMENT IN THE STATE HAD BEEN CREATED IN WHICH ILP'S EXPANDED PROGRAM OF ACTIVITIES COULD THRIVE, IT BEGAN TO TRAIN LOCAL LEADERSHIP TO TAKE OVER EVENTUALLY MOST OF THE MANY NEW PROJECTS. IN THE FUTURE IT WILL CONCENTRATE ON SOLVING SUCH PROBLEMS AS TEACHER TRAINING, FLES, THE LANGUAGE LABORATORY, PROGRAMED INSTRUCTION, AND ARTICULATION IN A PROGRAM EXPANDED TO INCLUDE ALL LEVELS OF INSTRUCTION OF A PROGRESSIVELY INCREASING NUMBER OF TARGET LANGUAGES. IF ALL GOES AS PLANNED THE ILP HOPES, BY 1972, TO PHASE OUT OF THE TOTAL PROGRAM IN FAVOR OF LOCAL LEADERSHIP. THIS ARTICLE APPEARED IN "THE FLORIDA FL REPORTER," VOLUME 4, NUMBER 3, SPRING 1966, PAGES 7-8. (AB)

ED015706 FL000686
RESULTS OF A SURVEY--FL SUPERVISORY EXPERIENCE WITH HIGH SCHOOL PROGRAMS, AND OPINIONS CONCERNING FACTORS AFFECTING ENROLLMENT IN HIGH SCHOOL RUSSIAN. 67, 12P.

A SURVEY OF 45 SUPERVISORY PERSONNEL FROM 22 STATES AND ONE FOREIGN COUNTRY ATTENDING THE 1967 NDEA FOREIGN LANGUAGE INSTITUTE HELD AT CENTRAL WASHINGTON STATE COLLEGE PROVIDED A UNIQUE OPPORTUNITY TO ANALYZE NATIONAL THINKING ON THE PROBLEM OF UNSTABLE ENROLLMENT TRENDS IN SECONDARY SCHOOL RUSSIAN PROGRAMS AND, CONSEQUENTLY, TO SUGGEST WAYS OF REGAINING LOSSES AND FORESTALLING THE COMPLETE COLLAPSE OF ANY LANGUAGE PROGRAM FACING SUCH A DILEMMA. SURVEY DATA REVEAL THAT (1) 19 OF THE 23 DISTRICTS IN WHICH RUSSIAN WAS TAUGHT REGARDED THE PATTERN OF INCREASE AND RETENTION IN THE STUDY OF THE LANGUAGE UNFAVORABLE, (2) RUSSIAN STANDS ONLY A POOR-TO-FAIR CHANCE OF CONTINUING AS A RELATIVELY STRONG SECONDARY-SCHOOL LANGUAGE OFFERING, AND (3) THE SINGLE MOST IMPORTANT FACTOR INFLUENCING THE INCREASE OR DECREASE IN ENROLLMENT WAS TEACHER SUCCESS OR FAILURE. TO A LESSER DEGREE, COMMUNITY ATTITUDES AND STUDENT NEEDS AFFECTED INCREASED POPULARITY WHILE THE REPUTED DIFFICULTY OF THE LANGUAGE, NEGATIVE TEACHER, COUNSELOR, AND ADMINISTRATOR ATTITUDES, AND INAPPROPRIATE INSTRUCTIONAL MATERIALS CONTRIBUTED TO ENROLLMENT DECLINE. CHANGING ATTITUDES AND LANGUAGE NEEDS ALSO HAVE A TENDENCY TO CONTROL BOTH THE LANGUAGE LEARNER AND COURSE ACCEPTANCE. THIS PAPER WAS DELIVERED AT A MEETING OF THE ARIZONA CHAPTER OF ATSEEL, TUCSON, ARIZONA, NOVEMBER 4, 1967. (AB)

ED015780 PS000273
OPTIMIZING EDUCATIONAL INVESTMENT STRATEGIES. 20P.

THE DETERMINATION OF THE OPTIMUM DISTRIBUTION OF EDUCATIONAL INVESTMENTS IS A CURRENT AND ACUTE PROBLEM. EXAMINATION OF SEVERAL INTERRELATED PROBLEMS OF UNDERDEVELOPMENT IN ORDER TO CONSIDER THEIR PROGRAMMATIC IMPLICATIONS LEADS TO THE IDENTIFICATION OF GENERAL AREAS FOR EDUCATIONAL INVESTMENT EXPENDITURES. THE AREA OF MOST PERVASIVE NEED IS THE LANGUAGE ARTS, IN WHICH A NATIONAL PROGRAM WITH A SYSTEM OF SUPPLEMENTARY LEARNING CENTERS IS NEEDED TO OVERCOME BASIC DEVELOPMENTAL PROBLEMS. OTHER AREAS FOR WHICH SPECIFIC RECOMMENDATIONS ARE MADE ARE (1) AREAS OF UNDERINVESTMENT, (2) AREAS OF PREVIOUS PROGRAM FAILURES, (3) AREAS OF GREATEST POSSIBLE COST REDUCTION, AND (4) AREAS OF CRITICAL MANPOWER SHORTAGES. (DR)

ED015792 PS000362
THE EVALUATION OF PROJECT HEAD START--A CONCEPTUAL STATEMENT. 16P.

EVALUATION OF HEADSTART HAS AS ITS GENERAL CRITERION OF EFFECTIVENESS THE RATIO BETWEEN COST AND BENEFIT. IF THE LATTER CAN BE DEMONSTRATED TO JUSTIFY THE FORMER, THE INTERVENTION PROJECT IS A GOOD INVESTMENT IN TERMS OF IMMEDIATE HELP FOR THE DISADVANTAGED PRESCHOOLER AND IN LONG RANGE BENEFITS FOR HIS FAMILY, COMMUNITY, AND SOCIETY. IN TERMS OF A MODEL, INPUT (POPULATION) PLUS OPERATIONS (PROGRAM ATTRIBUTES) MUST YIELD OUTPUT (CHANGES IN POPULATION ATTRIBUTES). IT IS DIFFICULT TO ASSESS AN OVERALL PROGRAM WHICH HAS SUCH A LARGE NUMBER OF VARIABLES, BUT HEADSTART GOALS CAN BE TRANSLATED INTO OPERATIONAL DIMENSIONS. THUS, THE PHYSICAL AND MENTAL HEALTH, SOCIAL ATTITUDES AND BEHAVIOR, AND COMMUNICATION SKILLS OF THE CHILDREN BECOME SOME OF THE OUTPUT VARIABLES WHICH CAN BE MEASURED BY PRE- AND POST-TESTING. METHODS OF ASSESSMENT OF THESE VARIABLES INCLUDE THE USE OF STANDARDIZED TESTS, NEW TESTS DEVELOPED SPECIFICALLY TO MEASURE DISADVANTAGED POPULATIONS, FILES ACCUMULATED AT HEADSTART CENTERS, AND CLASSROOM OBSERVATIONAL PROCEDURES. APPLIED RESEARCH WILL BE EMPHASIZED IN THE 13 EVALUATION AND RESEARCH CENTERS THROUGHOUT THE COUNTRY WHICH WILL IMPLEMENT THE ONGOING EVALUATION. BOTH CROSS-SECTIONAL AND LONGITUDINAL EVALUATION DESIGNS WILL BE NEEDED TO MEASURE HEADSTART'S SHORT AND LONG RANGE EFFECTS. (MS)

ED015797 RC000627
ECONOMIC FACTORS INFLUENCING EDUCATIONAL ATTAINMENTS AND ASPIRATIONS OF FARM YOUTH. MOORE, E.J.; AND OTHERS, APR64, 50P.

IN 1962 A STUDY WAS CONDUCTED BY SURVEYING 756,000 FARM FAMILIES IN 30 STATES, WITH CHILDREN 15 THROUGH 21 YEARS OLD. THE OBJECTIVES WERE TO--(1) EXAMINE THE QUALITY AND QUANTITY OF ECONOMIC RESOURCES AVAILABLE TO FARM YOUTH FOR SECURING POST HIGH SCHOOL EDUCATION, (2) DETERMINE THE EDUCATIONAL ATTAINMENT AND ASPIRATIONS OF THESE FARM YOUTH FOR POST HIGH SCHOOL TRAINING, AND (3) RELATE THE EDUCATIONAL ASPIRATIONS OF THESE YOUNG PEOPLE TO PLANS FOR POST HIGH SCHOOL TRAINING. FOUR HIGHLIGHTS WERE IDENTIFIED--(1) SEVERAL FACTORS ACCOUNT FOR THE RELATIVE EDUCATIONAL DISADVANTAGEMENT OF RURAL YOUTH, COMPARED WITH URBAN YOUTH, (2) STUDIES INDICATE THAT FARM YOUTH HAVE LOWER LEVELS OF ATTAINMENT AND ASPIRATION THAN URBAN YOUTH, (3) DIFFERENCES IN LEVELS OF EDUCATIONAL ATTAINMENT AND ASPIRATION AMONG FARM YOUTH MAY BE RELATIVE TO THE QUALITY AND QUANTITY OF FINANCIAL RESOURCES AVAILABLE TO PROVIDE ADDITIONAL EDUCATION, AND (4) FARM OPERATORS WERE WILLING TO INCUR DEBT, IF NECESSARY, FOR EDUCATIONAL PURPOSES. PRESENTED ARE EDUCATIONAL ATTAINMENTS OF THE SURVEY POPULATION, EDUCATIONAL ASPIRATIONS, CHARACTERISTICS OF FARM FAMILIES IN THE SURVEY POPULATION, SOURCES OF FINANCIAL ASSISTANCE FOR EDUCATION, PLANNERS AND EXPECTED ATTENDERS, AND IMPLICATIONS OF THE STUDY. (SF)

ED015803 RC001210
MEXICAN-AMERICAN STUDY PROJECT. ADVANCE REPORT 7, THE SCHOOLING GAP--SIGNS OF PROGRESS. MAR67,
DOCUMENT NOT AVAILABLE FROM EDRS.

THIS PROJECT REPORT PRESENTS A STATISTICAL ANALYSIS OF THE LOW ATTAINMENT IN FORMAL SCHOOLING OF THE MEXICAN-AMERICANS. THE DATA WERE TAKEN FROM THE 1950 AND 1960 CENSUS REPORTS AND THE "STATISTICAL ABSTRACT OF THE UNITED STATES." COMPARISONS WERE MADE AMONG THE ANGLO, SPANISH SURNAME, AND NONWHITE POPULATIONS, ON THE FOLLOWING TOPICS--THE SCHOOLING RECORD OF THE ADULT POPULATION, THE YOUNGER GENERATION, ATTAINMENT OF SPECIFIC LEVELS OF EDUCATIONAL DIFFERENCES IN METROPOLITAN AREAS, TOTAL SCHOOL ENROLLMENT, AND EDUCATIONAL DIFFERENCES BETWEEN NATIVE AND FOREIGN BORN SPANISH SURNAME PEOPLE. IN COMPARING THE TOTAL SPANISH POPULATION TO THE ANGLO POPULATION, CONSIDERABLE DIFFERENCES WERE FOUND IN EDUCATIONAL ATTAINMENT. A SIMILAR ANALYSIS OF THE YOUNGER SPANISH POPULATION SHOWED OVERALL GAINS IN EDUCATIONAL ATTAINMENT. THIS REPORT IS AVAILABLE FROM THE DIVISION OF RESEARCH, GRADUATE SCHOOL OF BUSINESS ADMINISTRATION, UNIVERSITY OF CALIFORNIA, LOS ANGELES, CALIFORNIA 90024, FOR $1.50. (JM)

ED015806 RC002012
AN ANALYSIS OF FACTORS ASSOCIATED WITH SCHOOL BOND ELECTIONS IN IOWA. BASHOR, DOROTHY N.; HARTMAN, JOHN J., 26AUG67, 25P.

THE OBJECTIVE OF THIS RESEARCH PROJECT WAS TO DETERMINE THE RELATIONSHIP BETWEEN VARIABLES OF DEMOGRAPHY, ECONOMY, ELECTION HISTORY, AND COMMUNICATION, IN ADDITION TO THE PERCENTAGE OF AFFIRMATIVE VOTES IN SCHOOL BOND ELECTIONS. DATA WERE COLLECTED FROM 195 IOWA SCHOOL DISTRICTS INVOLVED IN SCHOOL BOND ELECTIONS OVER A FIVE YEAR PERIOD AND ANALYZED THROUGH THE USE OF A TIME SEQUENCE, SOCIAL ACTION MODEL. MAJOR FINDINGS INDICATE LITTLE RELATIONSHIP BETWEEN SCHOOL BOND ELECTION OUTCOME AND THE TRADITIONAL TECHNIQUES (THE VARIABLES USED IN THIS STUDY) PRESENTED BY EDUCATORS AND REPORTERS AS ESSENTIAL IN SECURING SCHOOL BOND PASSAGE. IT WAS CONCLUDED THAT THE TYPE OF COMMUNITY DECISION MAKING IN SCHOOL BOND ELECTIONS IS COMPLEX ENOUGH TO REQUIRE MORE PRECISE SOCIOLOGICAL, SOCIAL-PSYCHOLOGICAL, AND COMMUNICATION THEORY THAN WAS UTILIZED IN THIS STUDY. THIS PAPER WAS PRESENTED AT THE RURAL SOCIOLOGICAL SOCIETY MEETING, (SAN FRANCISCO, AUGUST 26-28, 1967). (ES)

ED015822 RC002189
FIVE REGIONAL CONFERENCES ON THE DISADVANTAGED, TITLE I, P.L. 89-10. (TITLE SUPPLIED). SPARKS, HARRY M.; AND OTHERS, 66, 79P.

FIVE REGIONAL CONFERENCES WERE CONDUCTED BY THE KENTUCKY STATE DEPARTMENT OF EDUCATION IN 1966 TO HELP SCHOOL PEOPLE PLAN PROGRAMS TO EFFECTIVELY UTILIZE TITLE I FUNDS. THIS REPORT PRESENTS SUMMARIES OF KEYNOTE ADDRESSES, PANEL PRESENTATIONS, AND GROUP REPORTS AS WELL AS CONCLUSIONS INCLUDING THE FOLLOWING POINTS--(1) THE FEDERAL GOVERNMENT SHOULD NOT IMPOSE GUIDELINES WITHOUT RESPECT FOR STATE AND LOCAL PROBLEMS, (2) TITLE I FUNDS SHOULD BE APPROPRIATED EARLY ENOUGH TO ALLOW ADEQUATE LONG-RANGE PLANNING, (3) INSERVICE TRAINING IN THE EDUCATION OF DISADVANTAGED CHILDREN SHOULD BE PRO-

VIDED BY LOCAL EDUCATION AGENCIES, (4) GROUPS, INDIVIDUALS, AND AGENCIES SHOULD ASSIST IN PLANNING TITLE I PROJECTS, AND (5) TITLE I PROGRAMS SHOULD BE MADE AN INTEGRAL PART OF THE REGULAR PROGRAM. (SF)

ED015887 SP001377
THE SELECTION OF A NATIONAL RANDOM SAMPLE OF TEACHERS FOR EXPERIMENTAL CURRICULUM EVALUATION. WELCH, WAYNE W.; AND OTHERS, 10NOV67, 14P.

MEMBERS OF THE EVALUATION SECTION OF HARVARD PROJECT PHYSICS, DESCRIBING WHAT IS SAID TO BE THE FIRST ATTEMPT TO SELECT A NATIONAL RANDOM SAMPLE OF (HIGH SCHOOL PHYSICS) TEACHERS, LIST THE STEPS AS (1) PURCHASE OF A LIST OF PHYSICS TEACHERS FROM THE NATIONAL SCIENCE TEACHERS ASSOCIATION (MOST COMPLETE AVAILABLE), (2) SELECTION OF 136 NAMES BY A TABLE OF RANDOM NUMBERS DERIVED FROM ORDINAL NUMBERING OF THE 16,702 LISTINGS FOR THE CONTINENTAL U.S., (3) SENDING OF A DESCRIPTIVE INVITATION TO PARTICIPATE IN EXPERIMENTAL EVALUATION OF THE COURSE (INCLUDING A QUESTIONNAIRE TO INDICATE WILLINGNESS, REASON FOR REFUSAL, AND INFORMATION ON TEACHING LOAD, TEXT USED, ETC.), (4) COMPARISON OF ACCEPTORS WITH NON-ACCEPTORS (ACCEPTORS APPEARED MORE RECEPTIVE TO INNOVATION), (5) ASSIGNMENT BY RANDOM NUMBERS OF 46 TEACHERS TO THE EXPERIMENTAL GROUP AND 26 TO THE CONTROL GROUP (ATTRITION OVER THE FOLLOWING 4 MONTHS REDUCED THE EXPERIMENTAL GROUP TO 36 AND THE CONTROL GROUP TO 21). POSSIBLE BIAS IS DISCUSSED, LEADING TO CHARACTERIZATION OF THE POPULATION AS "ALL HIGH SCHOOL PHYSICS TEACHERS ON THE 1966 NSTA LIST WHO DID NOT MAKE SUMMER COMMITMENTS MORE THAN 3 MONTHS IN ADVANCE AND WHO WOULD NOT BACK OUT OF THE RESEARCH AGREEMENT." COST AND COMPARISON WITH A VOLUNTEER GROUP ARE ALSO DISCUSSED. (AF)

ED015953 UD002123
EQUALITY OF EDUCATIONAL OPPORTUNITY--SUMMARY. 02JUL66, 39P.

THIS SUMMARY BRIEFLY DISCUSSES THE FINDINGS REPORTED IN "EQUALITY OF EDUCATIONAL OPPORTUNITY" (ED 012 275), A NATIONAL SURVEY OF THE EDUCATION OF MINORITY GROUP CHILDREN ORDERED IN THE CIVIL RIGHTS ACT OF 1964. GENERALLY FOLLOWING THE FORMAT OF THE ORIGINAL REPORT, THE SUMMARY DETAILS THE DEGREE OF SEGREGATION OF MINORITY GROUP PUPILS AND TEACHERS IN THE SCHOOLS AND THE RELATIONSHIP BETWEEN STUDENTS' ACHIEVEMENT, AS MEASURED BY ACHIEVEMENT TESTS, AND THE KINDS OF SCHOOLS THEY ATTEND. THE SCHOOL CHARACTERISTICS WHICH ARE ASSESSED INCLUDE CURRICULUMS, SCHOOL FACILITIES SUCH AS TEXTBOOKS, LABORATORIES, AND LIBRARIES, SUCH ACADEMIC PRACTICES AS TESTING FOR APTITUDE AND ACHIEVEMENT, AND THE PERSONAL, SOCIAL, AND ACADEMIC CHARACTERISTICS OF TEACHERS AND STUDENTS. ALSO DISCUSSED ARE THE ACADEMIC CHARACTERISTICS AND RACIAL PREFERENCES OF FUTURE TEACHERS, NEGRO HIGHER EDUCATION, SCHOOL ENROLLMENT AND DROPOUTS AMONG WHITE AND NEGRO STUDENTS, AND THE EFFECTS OF INTEGRATION ON ACHIEVEMENT. SEVERAL CASE STUDIES OF SCHOOL INTEGRATION ARE PRESENTED. TABULATED DATA ARE REPORTED THROUGHOUT THE SUMMARY. THIS DOCUMENT IS ALSO AVAILABLE AS CATALOG NO-FS-5.238--38000 FROM THE SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C., 20402, FOR $0.30. (LB)

ED015956 UD002737
SCHOOL DESEGREGATION--OLD PROBLEMS UNDER A NEW LAW. SPECIAL REPORT. SEP65, 26P.

ONE YEAR AFTER THE PASSAGE OF THE 1964 CIVIL RIGHTS ACT THE BEST AVAILABLE DATA SHOW ONLY 151,409 NEGROES IN DESEGREGATED CLASSES IN THE 11 STATES IN THE DEEP SOUTH--5.2 PERCENT OF THE NEGRO SCHOOL CENSUS. THESE FIGURES ARE ABOUT 60,000 LESS THAN THOSE REPORTED BY THE OFFICE OF EDUCATION. DESPITE STATEMENTS BY STATE, LOCAL, AND SOME FEDERAL OFFICIALS, ABOUT 95 PERCENT OF SOUTHERN NEGRO CHILDREN ARE STILL IN SEGREGATED, UNEQUAL SCHOOLS. THE OFFICE OF EDUCATION'S PROMISE OF "ULTIMATE" DESEGREGATION HAS AS YET BEEN UNFULFILLED. ONE OF THE OFFICE'S STRATEGIC ERRORS HAS PERHAPS BEEN RELIANCE ON VOLUNTARY LOCAL COMPLIANCE. SOUTHERN SCHOOL DISTRICTS HAVE EVADED THE LAW BY SUCH MANEUVERS AS FREEDOM OF CHOICE PLANS, WHICH WERE ACCEPTED BY THE OFFICE. TO DISSUADE NEGROES FROM APPLYING FOR SUCH TRANSFERS, SOUTHERN ADMINISTRATORS HAVE USED HARASSMENT AND INTIMIDATION. THE FEDERAL GOVERNMENT SHOULD USE ADMINISTRATIVE FIATS TO ENFORCE THE LAW AND SHOULD NOT ACCEPT THE EVASIVE STRATEGIES OF LOCAL OFFICIALS. OBEDIENCE TO THE LAW CAN BE ENFORCED BY THE USE OF SEVERAL METHODS--(1) CUTTING OFF FUNDS TO SCHOOL DISTRICTS WHICH REFUSE TO DESEGREGATE, (2) PROVIDING FUNDS FOR PROFESSIONAL TEAMS TO POLICE DESEGREGATION WHEN FEDERAL EXAMINERS ARE UNAVAILABLE, (3) SURVEYING THE SCHOOL CENSUS TO INSURE INTEGRATION AT ALL GRADE LEVELS, (4) INSISTING THAT PHASED DESEGREGATION NOT BE TOKEN, AND (5) ORGANIZED TRAINING SESSIONS FOR ALL DEEP SOUTH TEACHERS. (NH)

ED015957 UD002865
THE IMMEDIATE MEMORY SPAN OF CHILDREN FROM "ADVANTAGED" AND "DISADVANTAGED" BACKGROUNDS. BARRITT, LOREN S.; AND OTHERS, FEB67, 11P.

THREE GROUPS OF FIRST- AND SECOND-GRADE CHILDREN, TWO LOWER-CLASS AND ONE MIDDLE-CLASS, WERE ASKED TO LEARN AND RECALL SEQUENCES OF WORDS AT FOUR LEVELS OF CONCEPTUAL DIFFICULTY--NONSENSE SYLLABLES, HIGH FREQUENCY NOUNS, ANOMALOUS SENTENCES, AND MEANINGFUL SENTENCES. IT WAS HYPOTHESIZED THAT THE STUDENTS' VERBAL MEMORY WOULD INCREASE WITH INCREASES IN AGE AND SOCIAL CLASS LEVEL AND AS THE WORDS ACQUIRED MEANING AND STRUCTURE. STUDENTS' SCORES ON AN AUDITORY MEMORY TEST REVEALED THAT IT WAS EASIER FOR THE CHILDREN TO LEARN GRAMMATICALLY STRUCTURED--AND THUS MEANINGFUL--INFORMATION. HOWEVER, THOUGH THE OLDER CHILDREN IN GENERAL LEARNED BETTER THAN THE YOUNGER CHILDREN, THEY DID NOT NECESSARILY LEARN MORE AS THE TASK LEVEL INCREASED. MOREOVER THERE WERE NO SIGNIFICANT DIFFERENCES IN THE MEMORY SPAN OF LOWER-CLASS AND MIDDLE-CLASS CHILDREN. THUS THE MIDDLE-CLASS CHILD'S GREATER FAMILIARITY WITH SYNTACTICAL LANGUAGE DID NOT GIVE HIM AN ADVANTAGE OVER THE LOWER-CLASS CHILD IN THIS STUDY. (LB)

ED015966 UD004378
TITLE I 89-10 EVALUATION REPORT, 1965-66. 66, 23P.

THIS REPORT ON THE ELEMENTARY AND SECONDARY EDUCATION ACT TITLE I PROJECTS FOR DISADVANTAGED YOUTH IN IDAHO NOTES THAT THE MOST PRESSING PUPIL NEEDS WERE IMPROVED SKILLS IN READING, LIBRARY USE, MATHEMATICS AND SCIENCE, OFFICE MACHINE OPERATION, HOME ECONOMICS, AND AUTO MECHANICS. MORE INDIVIDUAL ATTENTION AND IMPROVED PHYSICAL HEALTH WERE OTHER IMPORTANT NEEDS. THE EVALUATION DOES NOT FOLLOW THE OUTLINE FOR PROGRAM EVALUATIONS BY THE OFFICE OF EDUCATION BECAUSE IDAHO DID NOT PREPARE GUIDELINES OR CONTRACT FOR EVALUATIONS AND WAS UNABLE TO ESTABLISH BASELINE DATA. THE MAJOR PROBLEMS REPORTED BY THE LOCAL EDUCATIONAL AGENCIES WERE DIFFICULTIES IN PROGRAM EVALUATIONS, LACK OF SCHOOL FACILITIES, A SHORTAGE OF QUALIFIED STAFF, INSUFFICIENT TITLE I FUNDS, AND INABILITY TO COMPLETE APPLICATIONS. THE MOST PREVALENT TITLE I ACTIVITIES INCLUDED ORGANIZING READING IMPROVEMENT CLASSES, ESTABLISHING INSTRUCTIONAL MEDIA CENTERS, IMPROVING OR ESTABLISHING LIBRARIES, OFFERING PHYSICAL FITNESS PROGRAMS, AND HIRING SUBPROFESSIONAL PERSONNEL AND AIDES. SOME INNOVATIVE PROJECTS WERE THE TRAINING OF HIGH SCHOOL STUDENTS AS TEACHER AIDES AND TWO SUMMER SCHOOL PROGRAMS WHICH USED AN INDIVIDUAL INTEREST APPROACH. THE DOCUMENT CONCLUDES WITH THE NOTE THAT IDAHO'S SCHOOLS HAVE NEEDED FUNDS FOR A LONG TIME. (NH)

ED015970 UD004601
RACIAL ISOLATION IN THE PUBLIC SCHOOLS, SUMMARY OF A REPORT. HANNAH, JOHN A.; AND OTHERS, MAR67, 24P.

THIS SUMMARY BRIEFLY DISCUSSES THE FINDINGS AND RECOMMENDATIONS OF THE U.S. COMMISSSION ON CIVIL RIGHTS REPORT ON THE EXTENT, CAUSES, IMPACT, AND REMEDIES OF RACIAL ISOLATION IN THE PUBLIC SCHOOLS. IT WAS FOUND THAT OF THE 1.6 MILLION NEGRO ELEMENTARY SCHOOL CHILDREN IN 75 REPRESENTATIVE CITIES, 75 PERCENT ARE ENROLLED IN SCHOOLS WHICH ARE OVER 90 PERCENT NEGRO. THIS RAPIDLY INCREASING TREND IS CAUSED BY SUCH FACTORS AS SEGREGATED HOUSING PATTERNS, A NEARLY ALL-WHITE PRIVATE AND PAROCHIAL SCHOOL ENROLLMENT, AND DISCRIMINATORY EDUCATIONAL POLICIES AND PRACTICES. STUDIES HAVE SHOWN THAT BOTH THE SOCIAL CLASS AND RACIAL COMPOSITION OF A SCHOOL HAVE A SIGNIFICANT IMPACT UPON STUDENTS' ACHIEVEMENT AND ASPIRATIONS. EVEN WHERE COMPENSATORY PROGRAMS HAVE BEEN INTRODUCED INTO GHETTO SCHOOLS, NEGRO STUDENTS LAG CONSIDERABLY BEHIND NEGRO STUDENTS ATTENDING MAJORITY-WHITE SCHOOLS. FOR THIS REASON SCHOOL DESEGREGATION, ACCOMPANIED BY FEDERAL ACTION, VIGOROUS LEADERSHIP, EDUCATIONAL IMPROVEMENT, AND PROVISION FOR REMEDIAL ASSISTANCE, MUST BE IMPLEMENTED. ONE FEASIBLE FORM OF SCHOOL DESEGREGATION IS THE ESTABLISHMENT OF EDUCATIONAL PARKS. THE REPORT RECOMMENDS THAT CONGRESS ESTABLISH A UNIFORM STANDARD PROVIDING FOR RACIAL BALANCE IN THE SCHOOL, THAT FINANCIAL ASSISTANCE BE GIVEN TO ALL SCHOOLS FOR EDUCATIONAL IMPROVEMENT, AND THAT CONGRESS PROVIDE FOR ADEQUATE TIME IN WHICH TO ACCOMPLISH THIS EDUCATIONAL IMPROVEMENT. IT ALSO MAKES RECOMMENDATIONS FOR FAIR HOUSING PRACTICES. THIS DOCUMENT IS ALSO AVAILABLE FROM THE SUPERINTENDENT OF DOCUMENTS, GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C., 20402. (LB)

ED015971 UD004692
LEGAL ASPECTS OF METROPOLITAN SOLUTIONS FOR PROBLEMS OF RACIAL ISOLATION. NOV67, 30P.

PUBLIC SCHOOL SYSTEMS IN THE UNITED STATES HAVE BEEN ORGANIZED IN DIFFERENT WAYS, BOTH WITHIN THE STATES AND FROM STATE TO STATE. IN SOME CASES SCHOOL DISTRICT STRUCTURE IS COTERMINOUS WITH LOCAL GOVERNMENTAL UNITS AND IS "DEPENDENT" ON THEM. HOWEVER, 78 PERCENT OF PUBLIC SCHOOL ENROLLMENTS ARE IN "INDEPENDENT" SCHOOL DISTRICTS WHOSE BOUNDARIES ARE DIFFERENT FROM THE GOVERNMENT UNITS. THE RECENT TREND TOWARD REORGANIZATION AND CONSOLIDATION OF INDIVIDUAL SCHOOL DISTRICTS HAS PRIMARILY AFFECTED RURAL AREAS, BUT SOME LARGE METROPOLITAN AREAS HAVE ALSO REDUCED THE NUMBER OF LOCAL SCHOOL SYSTEMS. REORGANIZATION METHODS HAVE BEEN CONTROLLED BY THE TYPE OF LEGISLATION APPROVED BY THE STATE LEGISLATURES, WHICH MAY BE MANDATORY, PERMISSIVE, OR SEMIPERMISSIVE. ONE IMPORTANT DETERMINANT OF REORGANIZATION IS THE NATURE OF THE

FINANCING IN THE SCHOOL DISTRICT, WHICH MAY OPERATE TO EITHER ENCOURAGE OR DISCOURAGE CONSOLIDATION. STATE CONSTITUTIONAL PROVISIONS ALSO AFFECT LOCAL EFFORTS TO REORGANIZE BECAUSE CONTIGUOUS LOCALITIES MAY HAVE VARYING TAX BASES AND DEBT LIMITS. CONSOLIDATION METHODS INCLUDE MERGERS OF CENTRAL CITY AND SUBURBAN SCHOOL SYSTEM, ANNEXATION BY CITIES OF OUTLYING AREAS, AND EXTENSION OF CITY SCHOOL DISTRICT BOUNDARIES WITHOUT CHANGING GOVERNMENTAL JURISDICTIONS. AN APPENDIX CONTAINS LEGISLATIVE PROVISIONS FOR REORGANIZATION IN CALIFORNIA, ILLINOIS, INDIANA, MICHIGAN, NEW YORK, AND PENNSYLVANIA. THIS PAPER WAS PREPARED FOR THE NATIONAL CONFERENCE ON EQUAL EDUCATIONAL OPPORTUNITY IN AMERICA'S CITIES, SPONSORED BY THE U.S. COMMISSION ON CIVIL RIGHTS, WASHINGTON, D.C., NOVEMBER 16-18, 1967. (NH)

ED015972 UD004708
SCHOOL DESEGREGATION IN BERKELEY, CALIFORNIA. NOV67, 20P.

THE FORMER PRESIDENT OF THE BERKELEY, CALIFORNIA, BOARD OF EDUCATION TRACES THE HISTORY OF SCHOOL DESEGREGATION IN BERKELEY. HE DESCRIBES THE CHARACTERISTICS OF THE COMMUNITY, THE PROCEDURE FOR SCHOOL FUNDING, AND THE CHANGE IN MAKEUP OF THE BOARD FROM "CONSERVATIVE" TO "LIBERAL." UNDER THE AEGIS OF A MORE PROGRESSIVE BOARD, PERSONNEL PRACTICES WERE GREATLY IMPROVED, COMMUNITY INVOLVEMENT IN SCHOOL PROBLEMS WAS ENCOURAGED, AND SCHOOL BUDGETS WERE INCREASED. A CITIZEN'S COMMITTEE WAS APPOINTED TO STUDY THE PROBLEM OF DE FACTO SEGREGATION AND TO MAKE SPECIFIC RECOMMENDATIONS FOR ITS ELIMINATION. FERMENT FOLLOWED THE BOARD'S PROPOSALS TO BEGIN DESEGREGATION ON THE JUNIOR HIGH SCHOOL LEVEL, AND IN 1964 OPPOSITION GROUPS DEMANDED A RECALL ELECTION TO REMOVE THE BOARD. THE RESULT OF THE ELECTION WAS IN FAVOR OF THE INCUMBENTS, AND THIS VOTE OF CONFIDENCE MARKED THE TURNING POINT IN BERKELEY'S MOVEMENT TOWARD INTEGRATED SCHOOLS AND QUALITY EDUCATION. IN 1964 A NEW SUPERINTENDENT AND CENTRAL ADMINISTRATIVE STAFF WHO ARE COMMITTED TO DESEGREGATING THE ELEMENTARY SCHOOLS BY SEPTEMBER 1968 TOOK OVER. BERKELEY'S EXPERIENCE SHOWS THAT THE BEST APPROACH TO INTERRACIAL EDUCATION IS TO FORCE THE COMMUNITY TO RECOGNIZE AND DEAL WITH THE PROBLEM. COMMUNITY INVOLVEMENT IN AND IDENTIFICATION WITH PROBLEMS OF SCHOOL INTEGRATION ARE BASIC TO A SEARCH FOR A VIABLE SOLUTION. THIS PAPER WAS PREPARED FOR THE NATIONAL CONFERENCE ON EQUAL EDUCATIONAL OPPORTUNITY IN AMERICA'S CITIES, SPONSORED BY THE U.S. COMMISSION ON CIVIL RIGHTS, WASHINGTON, D.C., NOVEMBER 16-18, 1967. (NH)

ED015973 UD004709
CAN FEDERAL PROGRAMS HELP NEGROES LEAVE THE GHETTO. NOV67, 31P.

THE DECENTRALIZED ADMINISTRATION OF FEDERALLY FUNDED PROJECTS AT THE LOCAL LEVEL HAS TENDED TO REINFORCE SEGREGATION WHEN THE FEDERAL ASSISTANCE HAS BEEN MISUSED TO FURTHER LOCAL DEVELOPMENT POLICIES. HOWEVER THE NATIONAL COMMITMENT TO EQUAL OPPORTUNITIES AND ANTIPOVERTY EFFORTS REQUIRES THAT THERE BE A REASSESSMENT OF THE USE OF FEDERAL FUNDS TO ASSURE THAT THEY ARE BEING USED FOR NONDISCRIMINATORY PURPOSES. FEDERAL URBAN AID PROGRAMS COULD HELP TO OPEN THE SUBURBS TO NEGROES AND LOW-INCOME FAMILIES BY OFFERING LARGER EDUCATIONAL GRANTS AND HIGHER FUNDING PRIORITIES TO COMMUNITIES WITH LOW-INCOME NEGRO FAMILIES. ALL THE VARIOUS FEDERALLY FUNDED PROGRAMS FOR METROPOLITAN AREA HOUSING AND COMMUNITY DEVELOPMENT COULD MAKE ALLOCATIONS CONTINGENT ON LOCAL COMMITMENTS TO DESEGREGATION. THERE ALSO SHOULD BE A UNIFICATION OF GUIDELINES AND REGULATIONS TO INSURE THAT ALL FEDERALLY ASSISTED PROGRAMS INCLUDE NONDISCRIMINATORY POLICIES AND EQUAL OPPORTUNITY GOALS. A FEDERAL FAIR HOUSING LAW SHOULD BE ENACTED WHICH WOULD EQUALIZE ACCESS TO HOUSING AND WOULD STRENGTHEN ENFORCEMENT OF EXISTING LOCAL LAWS. FEDERAL LOW-INCOME HOUSING PROGRAMS SHOULD BE ENLARGED TO INCLUDE SUBSIDIES FOR SUBURBAN HOUSING AND FOR RELOCATION OF FAMILIES DISPLACED BY URBAN RENEWAL. THERE SHOULD BE A MECHANISM FOR NEGOTIATION BETWEEN CENTRAL CITIES AND SUBURBS TO RESOLVE ANY CONFLICTS OF INTEREST. THESE PROPOSALS DO NOT REQUIRE ANY RADICAL CHANGE IN FEDERAL PROGRAMS NOR A TAKEOVER OF LOCAL AUTHORITY. MANY OF THESE STEPS COULD BE IMPLEMENTED BY EXECUTIVE AND ADMINISTRATIVE DECISIONS. THIS PAPER WAS PREPARED FOR THE NATIONAL CONFERENCE ON EQUAL EDUCATIONAL OPPORTUNITY IN AMERICA'S CITIES, SPONSORED BY THE U.S. COMMISSION ON CIVIL RIGHTS, WASHINGTON, D.C., NOVEMBER 16-18, 1967. (NH)

ED015978 UD004718
NONPUBLIC SCHOOLS AND EQUAL EDUCATIONAL OPPORTUNITY. NOV67, 9P.

DESPITE THE BELIEF OF SOME EDUCATORS, PAROCHIAL SCHOOLS DO NOT CONTRIBUTE TO THE CONTINUING SEGREGATION OF PUBLIC SCHOOLS IN LARGE CITIES. DATA GATHERED BY A CATHOLIC SOURCE SHOW THAT CATHOLIC SCHOOLS IN RACIALLY CHANGING NEIGHBORHOODS "HOLD" THEIR WHITE STUDENTS AND IN FACT ARE BETTER INTEGRATED THAN ADJACENT PUBLIC SCHOOLS. MANY NEGROES AND PUERTO RICANS SEND THEIR CHILDREN TO PAROCHIAL SCHOOLS FOR WHAT THEY THINK IS A BETTER EDUCATION, AND MANY WHITE STUDENTS TRAVEL INTO GHETTO AREAS TO ENROLL IN CATHOLIC SCHOOLS. BUT FOR THE NONPUBLIC SCHOOLS TO PLAY A MORE DIRECT ROLE IN HELPING TO SOLVE URBAN EDUCATIONAL PROBLEMS, THEY MUST DROP "CHAUVINISTIC" GOALS AND CONCENTRATE ON EDUCATIONAL IMPROVEMENT THROUGHOUT THE COMMUNITY, AND PUBLIC SCHOOLS MUST CONSIDER PRIVATE SCHOOLS AS COOPERATIVE PARTNERS. PROPOSALS FOR SUCH COOPERATION HAVE BEEN IN THE FORM OF OFFERS OF CATHOLIC SCHOOL CLASSROOMS AND STAFF TO RELIEVE OVERCROWDING IN PUBLIC SCHOOLS AND TO PROVIDE SPECIAL PROGRAMS "WITHOUT PROSELYTIZING," COOPERATION IN EDUCATIONAL PARKS, AND SUGGESTIONS FOR THE EXTENSION AND BROADENING OF FEDERALLY FUNDED PRESCHOOL PROGRAMS. HOWEVER TO BRING ABOUT MORE EDUCATIONAL OPPORTUNITY, LOCAL GOVERNMENT UNITS MIGHT MAKE PRIVATE CONTRACTS WITH PARENTS TO PAY FOR EDUCATION OF THEIR CHILDREN AT ACCREDITED SCHOOLS OF THEIR OWN CHOICE. IN THIS WAY THE CHILDREN'S ACHIEVEMENT WOULD INCREASE BECAUSE THE PROFIT FOR THE CONTRACTOR WOULD BE "'WHOLLY CONTINGENT UPON RESULTS'." THIS PAPER WAS PREPARED FOR THE NATIONAL CONFERENCE ON EQUAL EDUCATIONAL OPPORTUNITY IN AMERICA'S CITIES, SPONSORED BY THE U.S. COMMISSION ON CIVIL RIGHTS, WASHINGTON, D.C., NOVEMBER 16-18, 1967. (NH)

ED015979 UD004720
THE SYRACUSE CAMPUS SCHOOL PLAN. NOV67, 18P.

THE CAMPUS SCHOOL PLAN FOR AN EDUCATIONAL PARK IN SYRACUSE, NEW YORK, WAS CONCEIVED WHEN THE BOARD OF EDUCATION WAS FACED WITH THE NEED TO REPLACE EIGHT OUTMODED ELEMENTARY SCHOOLS. THE PARK WOULD BE BUILT ON A SITE ON THE PERIPHERY OF THE CITY, TO WHICH STUDENTS WOULD BE TRANSPORTED BY BUS. THE FIRST CAMPUS WOULD ESTABLISH FOUR PAIRS OF ELEMENTARY SCHOOLS WHICH WOULD SHARE CERTAIN COMMON FACILITIES, ALL SPECIALIZED STAFF, AND MAJOR FACILITIES OFFERED BY A CENTRAL CORE. EACH "SATELLITE" SCHOOL WOULD BE DESIGNED FOR FLEXIBLE USE OF SPACE. WITH CONSOLIDATED ATTENDANCE AT THE CAMPUS SCHOOL, WHICH WOULD REPLACE THE NEIGHBORHOOD SCHOOLS, CLASS SIZE WOULD BE BETTER CONTROLLED AND ANCILLARY SERVICES MADE MORE WIDELY AVAILABLE. MOST IMPORTANT, HOWEVER, WOULD BE THE OPPORTUNITIES FOR IMPROVED INSTRUCTION--TEAM TEACHING, GREATER AVAILABILITY OF THE SERVICES OF AREA SPECIALISTS, INDIVIDUALIZED PUPIL PROGRESS, AND USE OF EDUCATIONAL TECHNOLOGY. EDUCATIONAL EQUALITY WOULD BE ASSURED BECAUSE THE SATELLITES WOULD BE IDENTICAL AND WOULD HAVE A RACIAL BALANCE PROPORTIONATE TO THE CITYWIDE AVERAGE AT EACH GRADE LEVEL. THE CAMPUS PLAN WOULD PERMIT AN INDIVIDUAL CONTINUOUS PROGRESS CURRICULUM AND WOULD OFFER THE SPECIAL EDUCATION PUPIL A CHANCE TO PARTICIPATE IN CAMPUS LIFE. THE CONCEPT IS ECONOMICALLY FEASIBLE BECAUSE 25 PERCENT MORE PUPILS CAN BE SERVED AT A SLIGHTLY HIGHER COST THAN THE COST OF THE NEEDED REPLACEMENTS FOR THE EIGHT SCHOOLS. THIS PAPER WAS PREPARED FOR THE NATIONAL CONFERENCE ON EQUAL EDUCATIONAL OPPORTUNITY IN AMERICA'S CITIES, SPONSORED BY THE U.S. COMMISSION ON CIVIL RIGHTS, WASHINGTON, D.C., NOVEMBER 16-18, 1967. (NH)

ED015982 UD004724
WHAT TYPES OF COMPENSATORY EDUCATION PROGRAMS ARE EFFECTIVE. NOV67, 18P.

DATA ON THE LASTING EFFECTIVENESS OF COMPENSATORY EDUCATION PROGRAMS ARE AMBIGUOUS. EVALUATIONS HAVE BEEN HAMPERED BY A LACK OF LONGITUDINAL STUDIES AND CONTROLLED EXPERIMENTS AND BY THE IMPRECISION OF THE STANDARD MEASURES. EFFECTIVE PROGRAMS, THOSE WHICH PRODUCE INCREASES IN LEARNING, SHOULD FEATURE (1) CURRICULUM ADAPTATION TO THE INDIVIDUAL NEEDS AND ENVIRONMENTAL REALITIES OF POOR AND/OR NEGRO CHILDREN, (2) INSERVICE TRAINING IN ATTITUDES AND CURRICULUM FOR TEACHERS WHO HAVE NOT RAISED STUDENTS' ACADEMIC PERFORMANCE TO ADEQUATE LEVELS, (3) CONCERN FOR HEALTH, WELFARE, AND FOOD NEEDS, AND (4) PARENT INVOLVEMENT. ALL THESE FEATURES ARE EXPENSIVE BUT HIGH EXPENDITURES ALONE CAN NOT GUARANTEE PROGRAM EFFECTIVENESS. THE MORE EFFECTIVE SCHOOLS PROGRAM IN NEW YORK CITY HAS BEEN UNABLE TO STOP THE PROGRESSIVE RETARDATION OF DISADVANTAGED YOUTH BECAUSE IT HAS LACKED QUALIFIED TEACHERS AND INDIVIDUALIZED INNOVATIVE INSTRUCTION. REPORTS FROM VARIOUS STUDIES STRESS TEACHER ATTITUDES AND EXPECTANCY OF SUCCESS OR FAILURE AS IMPORTANT VARIABLES IN A DISADVANTAGED CHILD'S ACHIEVEMENT. OTHER STUDIES HAVE FOUND THAT EFFECTIVE INDIVIDUALIZED INSTRUCTION--INTENSIVE READING TEAMS, TUTORS, AND HOMEWORK HELPERS--PRODUCES SIGNIFICANT ACADEMIC GAINS. ONE STUDY HAS SHOWN SIGNIFICANT I.Q. GAINS WHEN INFANT TUTORING STARTED AT 14 MONTHS. THE VASTNESS OF TITLE I PROGRAMS OFFERS THE CHANCE TO EVALUATE SYSTEMATICALLY WHAT TYPES OF COMPENSATORY PROGRAMS ARE MOST EFFECTIVE IN IMPROVING THE ACHIEVEMENT OF THE DISADVANTAGED STUDENT. THIS PAPER WAS PREPARED FOR THE NATIONAL CONFERENCE ON EQUAL EDUCATIONAL OPPORTUNITY IN AMERICA'S CITIES, SPONSORED BY THE U.S. COMMISSION ON CIVIL RIGHTS, WASHINGTON, D.C., NOVEMBER 16-18, 1967. (NH)

ED015983 UD004725
A RE-DEFINITION OF EDUCATIONAL PROBLEMS OCCASIONED BY DESEGREGATION AND TITLE IV OF THE CIVIL RIGHTS ACT OF 1964. NOV67, 24P.

THIS PAPER REVIEWS SOME OF THE PROBLEMS IN IMPLEMENTING TITLE IV OF THE CIVIL RIGHTS ACT OF 1964. THERE WAS CONFUSION ABOUT THE INTENT OF THE DIRECTIVES FOR INSTITUTES TO IMPROVE THE ABILITY OF SCHOOL PERSONNEL "TO DEAL EFFECTIVELY WITH SPECIAL EDUCATIONAL PROBLEMS" STEMMING FROM DESEGREGATION. THE TRAINING INSTITUTES ON TEACHING THE DISADVANTAGED CHILD WHICH ASSUMED THAT TEACHERS NOW NEEDED MORE INFORMATION ABOUT INSTRUCTIONAL METHODS AND MATERIALS FOR THIS GROUP ERRONEOUSLY SUGGESTED THAT THE PROBLEMS OF THE DISADVANTAGED BECAME A REALITY ONLY AS A RESULT OF

DESEGREGATION. ANOTHER FOCUS WAS ON COMMUNITY REACTION TO DESEGREGATION AND WAYS OF AVOIDING VIOLENCE, CONFLICT, AND OPPOSITION. CURRENTLY, THE USE OF FUNDS HAS SHIFTED TO TECHNICAL ASSISTANCE CENTERS OR CONSULTANTS. THE PAPER ALSO OUTLINES A SERIES OF STAGES FROM COMPLETE SCHOOL SEGREGATION TO COMPLETE INTEGRATION. THIS THEORETICAL CONTINUUM CAN HELP IN FRAMING PRIORITIES FOR TRAINING PROGRAMS AND FOR EVALUATING THEIR RELEVANCY. FURTHER, PROBLEMS OF DESEGREGATION ARE CLASSIFIED AS THEY RELATE TO COMMUNITY RELATIONS, SCHOOL ADMINISTRATION AND ORGANIZATIONAL POLICIES, STAFF INTERPERSONAL RELATIONS, STUDENT INTERPERSONAL RELATIONS, AND RANK ORDER OF PRIORITIES. IT IS FELT IMPORTANT TO NOTE THAT TITLE IV OF THE ACT IS AIMED AT PLANNING AND IMPLEMENTING DESEGREGATION AND SHOULD NOT BE CONFUSED WITH TITLE VI WHICH IS CONCERNED WITH COMPLIANCE. THIS PAPER WAS PREPARED FOR THE NATIONAL CONFERENCE ON EQUAL EDUCATIONAL OPPORTUNITY IN AMERICA'S CITIES, SPONSORED BY THE U.S. COMMISSION ON CIVIL RIGHTS, WASHINGTON, D.C., NOVEMBER 16-18, 1967. (NH)

ED015985 UD004727
THE ROLE OF THE N.Y. STATE EDUCATION DEPARTMENT DIVISION OF INTERCULTURAL RELATIONS IN PROMOTING EQUALITY OF EDUCATIONAL OPPORTUNITY, A SUMMARY. NOV67, 10P.

THIS PAPER OUTLINES RESPONSIBILITIES OF THE DIVISION OF INTERCULTURAL RELATIONS UNDER THE EDUCATION PRACTICES ACT OF 1948. THE ORIGINAL PURPOSE OF THE ACT WAS TO ELIMINATE DISCRIMINATORY COLLEGE ADMISSION POLICIES, BUT IT HAS SINCE BEEN WIDENED TO INCLUDE A RESPONSIBILITY FOR EQUAL EDUCATIONAL OPPORTUNITY AND RACIAL BALANCE AT ALL SCHOOL LEVELS. THIS AGENCY ADMINISTERS THE LEGISLATIVE ALLOCATIONS WHICH ARE GIVEN TO LOCAL SCHOOL DISTRICTS TO HELP PAY THE EXTRA COSTS INVOLVED IN DESEGREGATING SCHOOLS. IN ADDITION, THE AGENCY OFFERS (1) CONSULTATIVE SERVICES FOR DEVELOPING CURRICULUMS WHICH INCORPORATE CONTENT ON MINORITY GROUPS IN AMERICAN LIFE AND HISTORY, (2) INSERVICE TRAINING IN INTERCULTURAL RELATIONS, AND (3) SCHOOL-COMMUNITY COOPERATION PROGRAMS. THE AGENCY CONDUCTS CENSUS SURVEYS OF THE RACIAL COMPOSITION OF SCHOOLS. IT ALSO HAS PUBLISHED THREE HANDBOOKS ON INTERGROUP RELATIONS FOR TEACHERS. THIS PAPER WAS PREPARED FOR THE NATIONAL CONFERENCE ON EQUAL EDUCATIONAL OPPORTUNITY IN AMERICA'S CITIES, SPONSORED BY THE U.S. COMMISSION ON CIVIL RIGHTS, WASHINGTON, D.C., NOVEMBER 16-18, 1967. (NH)

ED015986 UD004728
A PROPOSED NEW SCHOOL FORMAT, CONTINUOUS PROGRESS CENTERS. NOV67, 13P.

SEATTLE, WASHINGTON, HAS MADE EFFORTS TO IMPROVE RACIAL BALANCE IN THE SCHOOLS BY INSTITUTING VOLUNTARY, MANDATORY, AND REVERSE TRANSFER PROGRAMS, IN WHICH 1500 NEGRO AND 90 WHITE STUDENTS HAVE ALREADY PARTICIPATED. MOREOVER IN ANTICIPATION OF INCREASED INMIGRATION, THE CITY HAS DEVELOPED A NEW TYPE OF SCHOOL STRUCTURE FOR URBAN LIVING, THE CONTINUOUS PROGRESS CONCEPT, A REORGANIZATION OF THE SCHOOLS WHICH COUNTERACTS THE RACIAL, SOCIAL, AND CULTURAL ISOLATION OF THE NEIGHBORHOOD SCHOOL. AS PART OF THE CONCEPT PRIMARY SCHOOL WILL SERVE CHILDREN FROM PRESCHOOL THROUGH GRADE FOUR, AFTER WHICH STUDENTS WILL MOVE ON TO AN INTERMEDIATE CONTINUOUS PROGRESS CENTER WHICH WILL SERVE A LARGER COMMUNITY. TOTAL ENROLLMENT IN THIS CENTER WILL BE FROM 1,800 TO 3,000 BUT CHILDREN WILL BELONG TO INDIVIDUAL SCHOOLS. STUDENTS WILL BENEFIT FROM SPECIAL RESOURCES AND FACILITIES AND FROM THE VARIED SOCIAL MILIEU POSSIBLE IN A LARGE CENTER. FROM AGES 13 TO 17 STUDENTS WILL ATTEND SECONDARY CONTINUOUS PROGRESS CENTERS WHICH OFFER DIVERSITY, SPECIALIZATION, AND INSTRUCTIONAL INNOVATIONS, AS WELL AS SOME OCCUPATIONAL PREPARATION. FROM THESE UNITS PUPILS WILL MOVE ON TO COSMOPOLITAN COMMUNITY COLLEGES. SELF-PACING WILL ENABLE STUDENTS TO PROGRESS THROUGH THE SCHOOLS AT THEIR OWN RATE. HOWEVER THE SPECIAL VOTING PROCEDURES FOR EDUCATIONAL FINANCING IN THE STATE AND SOME MINORITY OPPOSITION COMPLICATE THE FRUITION OF THIS CONCEPT. THIS PAPER WAS PREPARED FOR THE NATIONAL CONFERENCE ON EQUAL EDUCATIONAL OPPORTUNITY IN AMERICA'S CITIES, SPONSORED BY THE U.S. COMMISSION ON CIVIL RIGHTS, WASHINGTON, D.C., NOVEMBER 16-18, 1967. (NH)

ED015987 UD004729
EQUAL EDUCATIONAL OPPORTUNITIES FOR SYRACUSE. NOV67, 6P.

THE MAYOR OF SYRACUSE, NEW YORK, STATES HIS REASONS FOR SUPPORTING THE PROPOSED CAMPUS SCHOOL PLAN FOR ELEMENTARY SCHOOLS, A CAMPUS FACILITY OR EDUCATIONAL PARK TO REPLACE SEVERAL OUTDATED NEIGHBORHOOD SCHOOLS. THE MAYOR SUPPORTS THE PLAN BECAUSE (1) RACIAL BALANCE WILL IMPROVE, (2) THE CITY'S TAX BASE WILL BE PROTECTED BECAUSE CITY-OWNED SITES ON THE PERIPHERY WILL BE SELECTED FOR THE CAMPUS, AND (3) "EXCELLENT" FACILITIES CAN BE PROVIDED WITHOUT UNNECESSARY DUPLICATION. HE ALSO ANTICIPATES THAT SUBURBANITES MIGHT RETURN TO THE CITY IF THERE ARE QUALITY SCHOOLS AND SERVICES, ESPECIALLY NOW WHEN SUBURBAN TAXES ARE RISING. HE EMPHASIZES THAT FEDERAL AID TO CITIES IS URGENTLY NEEDED FOR EDUCATIONAL IMPROVEMENT AND THAT THE MOST EFFICIENT WAY TO USE SUCH MONIES IS BY CHANNELING IT INTO URBAN OPERATING BUDGETS RATHER THAN THROUGH THE MODEL CITIES APPROACH. THIS STATEMENT WAS MADE AT THE NATIONAL CONFERENCE ON EQUAL EDUCATIONAL OPPORTUNITY IN AMERICA'S CITIES, SPONSORED BY THE U.S. COMMISSION ON CIVIL RIGHTS, WASHINGTON, D.C., NOVEMBER 16-18, 1967. (NH)

ED015997 UD005121
APPLICATION FOR FEDERAL ASSISTANCE FOR THE EDUCATION OF CHILDREN FROM LOW-INCOME FAMILIES UNDER TITLE I OF PUBLIC LAW 89-10, 9/5/67 TO 7/19/68. 67, 19P.

THIS APPLICATION FROM A LARAMIE COUNTY, WYOMING, SCHOOL DISTRICT FOR FEDERAL FUNDS UNDER TITLE I OF THE 1965 ELEMENTARY AND SECONDARY EDUCATION ACT INCLUDES BASIC DATA ON DISTRICT EXPENDITURES AND STUDENT ENROLLMENT AND ON THE SCHOOL-RELATED CHARACTERISTICS OF THE DISTRICT CHILDREN. IT ALSO CONTAINS INFORMATION RELEVANT TO THE PROPOSED PROJECT LIKE ESTIMATES OF EXPENDITURES AND INDICATIONS OF THE SERVICES AND INSTRUCTIONAL ACTIVITIES WHICH ARE PLANNED. (LB)

ED015998 UD005124
STATE ANNUAL EVALUATION REPORT FOR FISCAL YEAR 1967, TITLE I, ESEA. 67, 30P.

COMPENSATORY EDUCATION PROJECTS IN WYOMING FUNDED UNDER TITLE I OF THE 1965 ELEMENTARY AND SECONDARY EDUCATION ACT ARE EVALUATED IN THIS REPORT. EIGHTY-FIVE PERCENT OF THE PROJECTS HAD DEVELOPMENTAL READING ACTIVITIES, AND SOME OFFERED INSERVICE TEACHER TRAINING, PERSONNEL TRAINING TO DIAGNOSE LEARNING DIFFICULTIES, VOCATIONAL EDUCATION, AND IMPROVED HEALTH SERVICES. OTHER FEATURES OF THE PROJECTS WERE NONPUBLIC SCHOOL PARTICIPATION, PROGRAMS FOR HANDICAPPED CHILDREN, INNOVATIVE PROGRAMS, AND COORDINATION WITH OTHER FEDERAL AGENCIES. PART OF THIS REPORT IS AN OUTLINE OF THE OBJECTIVES, COSTS, NUMBER OF PARTICIPATING STUDENTS, STAFF, AND EVALUATION PLANS OR RESULTS OF SOME OF THE INNOVATIVE PROGRAMS. DATA ON THE AVERAGE DAILY ATTENDANCE IN THE PROJECTS, DROPOUT RATES, NUMBER OF HIGH SCHOOL STUDENTS IN THE PROJECTS WHO CONTINUED THEIR EDUCATION, AND STANDARDIZED TEST RESULTS ARE GIVEN IN A NUMBER OF TABLES. SOME OF THE OPERATING PROBLEMS OF THE PROJECTS WERE CAUSED BY THE LATE APPROPRIATION OF FUNDS AND BY THE ANTICIPATION OF FUNDS WHICH WERE NOT MADE AVAILABLE. (LB)

ED016001 UD005130
BASIC FACTS AND STATISTICAL SUMMARY. JAN67, 34P.

IN THIS REPORT INFORMATION AND STATISTICAL DATA ARE GIVEN ON THE DULUTH, MINNESOTA, SCHOOL SYSTEM'S PHYSICAL PLANT, FINANCES, PERSONNEL, INNOVATIVE INSTRUCTIONAL PROGRAMS, AND EDUCATIONAL PROGRAMS FOR SPECIAL STUDENTS. THE APPENDIXES TO THE REPORT CONTAIN A LIST OF MEMBERS OF THE BOARD OF EDUCATION AND THEIR COMMITTEE ASSIGNMENTS, A SUMMARY OF A BUILDING PROGRAM, AND A MAP OF THE SCHOOL SYSTEM. (LB)

ED016006 UD005137
SAN FRANCISCO UNIFIED SCHOOL DISTRICT COMPENSATORY EDUCATION PLAN. 11JUL67, 25P.

THIS OUTLINE BRIEFLY SUMMARIZES THE COMPENSATORY EDUCATION PROJECTS FUNDED UNDER TITLE I OF THE 1965 ELEMENTARY AND SECONDARY EDUCATION ACT DURING 1966-67 AND PRESENTS THE PROPOSED PROJECTS AND COMPONENTS FOR 1967-68. THERE ARE PROPOSALS FOR PREKINDERGARTEN CENTERS, A PROJECT TO LOWER PUPIL-TEACHER RATIO AND CLASS SIZE IN PRIMARY GRADES, INSERVICE TRAINING, SUPPORTIVE AUXILIARY SERVICES, AND ENRICHMENT EXPERIENCES. EACH PROPOSED PROJECT IS DESCRIBED IN TERMS OF STUDENT NEEDS, OBJECTIVES, ACTIVITIES, EVALUATION PLANS, PARTICIPANT SELECTION CRITERIA, AND COST. ONE SECTION DISCUSSES THE DUTIES AND RESPONSIBILITIES OF THE PROJECT PERSONNEL AND ANOTHER DESCRIBES FACILITIES, MATERIALS, AND EQUIPMENT. THE OUTLINE INCLUDES A STATEMENT ABOUT THE RACIAL AND/OR ETHNIC SEGREGATION IN THE SCHOOLS AND DESCRIBES THE PLANS FOR INTEGRATION THAT ARE PART OF THE PROPOSED ACTIVITIES. (NH)

ED016015 UD005189
TITLE I...IN ACTION, A REVIEW OF PROJECTS IN WASHINGTON STATE, 1965-1966. APR66, 51P.

EIGHTEEN COMPENSATORY EDUCATION PROGRAMS IN WASHINGTON STATE FUNDED UNDER TITLE I OF THE 1965 ELEMENTARY AND SECONDARY EDUCATION ACT ARE BRIEFLY REVIEWED IN THIS REPORT. TO A GREAT EXTENT THESE PROGRAMS (MOSTLY FOR ELEMENTARY SCHOOL STUDENTS) PROVIDE REMEDIAL WORK IN READING, WRITING, AND ORAL COMMUNICATION. MANY ARE ALSO CONCERNED WITH REMEDIATION IN MATHEMATICS, SCIENCE, SOCIAL STUDIES, AND OFFER GUIDANCE AND COUNSELING. OTHER PROGRAMS OFFER INSERVICE TEACHER EDUCATION CLASSES, EVENING CLASSES FOR HIGH SCHOOL DROPOUTS, AFTERNOON STUDY CENTERS, A HEALTH IMPROVEMENT PROGRAM, AND A PROGRAM FOR MIGRANT FARM CHILDREN. THE DESCRIPTION OF EACH PROGRAM IS ACCOMPANIED BY A NOTE SUBSTANTIATING THE NEED FOR IT, A BRIEF DISCUSSION OF EVALUATION PLANS, AND THE PROGRAM'S COST. (LB)

ED016019 UD005304
EVALUATION OF THE LANGUAGE RETARDATION UNIT OF THE COMMUNICATION SKILLS CENTERS PROJECT, 1965-66. JAN67, 9P.

THE 1965-66 EVALUATION OF AN ELEMENTARY AND SECONDARY EDUCATION ACT, TITLE I PROGRAM WHICH PROVIDES INTENSIVE THERAPY FOR PRESCHOOL CHILDREN WITH SEVERE LANGUAGE HANDICAPS IS PRESENTED IN THIS REPORT. THERE IS A BRIEF SUMMARY OF THE SPEECH TEACHERS' EVALUATIONS OF THE PROGRESS OF EACH OF THE TEN PARTICIPATING PUPILS. IN ADDITION TABULAR DATA IS GIVEN ON THE CHANGE IN THE PUPILS' PRETREATMENT BEHAVIOR CHARACTERISTICS (MOTOR COORDINATION, SOCIALIZATION, RECEPTIVE LANGUAGE, ABILITY TO FOLLOW DIREC-

TIONS AND PERFORM TASKS, AND VERBAL COMMUNICATION). THE PROGRAM'S SUCCESS SEEMED TO VARY. THE COST PER CHILD FOR 1 YEAR IS ESTIMATED TO BE ABOUT $1,250. AMONG THE RECOMMENDATIONS MADE IN THE REPORT IS THE SUGGESTION THAT THE PROGRAM BE CONTINUED WITH THE SAME CHILDREN AND, IF FINANCIALLY POSSIBLE, EXTENDED TO INCLUDE EVEN MORE. (LB)

ED016021 UD005388
THE UNITED FEDERATION OF TEACHERS LOOKS AT SCHOOL DECENTRALIZATION--A CRITICAL ANALYSIS OF THE BUNDY REPORT WITH UFT PROPOSALS. DEC67, 14P.

ALTHOUGH THE UNITED FEDERATION OF TEACHERS FEELS THAT THE NEW YORK CITY'S PRESENT EDUCATIONAL SYSTEM IS NECESSARY, IT MAINTAINS THAT THE SPECIFIC CHANGES RECOMMENDED BY THE BUNDY REPORT FOR SCHOOL DECENTRALIZATION ARE NOT CONDUCIVE TO EDUCATIONAL IMPROVEMENT. THE FEDERATION FEELS THAT INSTEAD OF DIVIDING THE SCHOOLS INTO 30-60 DISCRETE SCHOOL DISTRICTS, WHICH MAY VASTLY INCREASE ADMINISTRATIVE COSTS AND REINFORCE EXISTING PATTERNS OF SEGREGATION, THE SCHOOL SYSTEM MIGHT BEST BE DECENTRALIZED INTO NO MORE THAN 15 SEPARATE DISTRICTS. THE PRESENT BOARD OF EDUCATION WOULD HAVE TO BE REMOVED AND THE MAYOR MIGHT THEN SELECT A NONSALARIED CENTRAL BOARD FROM PERSONS INITIALLY ELECTED BY LOCAL SCHOOL BOARDS. THESE LOCAL BOARDS SHOULD BE ABLE TO ELECT THEIR OWN DISTRICT SUPERINTENDENTS. HOWEVER, THE HIRING AND DISMISSAL OF TEACHERS AND SUPERVISORS, DEVELOPMENT OF CURRICULUMS, AND SELECTION OF TEXTBOOKS SHOULD NOT BE LEFT IN THE UNPROFESSIONAL HANDS OF LAY PERSONS. AND, IF EACH DISTRICT IS ALLOWED TO RECRUIT ITS OWN STAFF, TEACHERS WILL GRAVITATE TO THE MOST DESIRABLE, LEAST DISADVANTAGED, DISTRICTS. UNDER THE BUNDY PLAN LOCAL SCHOOL BOARDS WOULD HAVE TO COMPETE FOR A SHARE OF THE CENTRAL BUDGET. THE FUNDAMENTAL PROBLEM OF INSUFFICIENT FUNDS MIGHT BE MET BY DOUBLING PRESENT PER PUPIL EXPENDITURES AND BY GUARANTEEING A FIXED PERCENTAGE OF FUNDS TO THE LOCAL SCHOOL BOARDS. THE BUNDY REPORT'S RECOMMENDATION WOULD ALSO HAVE TEACHERS AND LOCALITIES COMPETE FOR THE REMAINS OF CENTRAL MONIES. TEACHER-COMMUNITY HOSTILITIES WOULD FURTHER INCREASE IF, AS SUGGESTED IN THE REPORT, COLLECTIVE BARGAINING WERE CONDUCTED ON A LOCAL RATHER THAN CITYWIDE BASIS. FINALLY, REVISIONS SHOULD BE MADE IN THE PRESENT AND RECOMMENDED SYSTEMS OF TEACHER LICENSING AND RECRUITMENT. THIS DOCUMENT IS ALSO AVAILABLE FROM THE UNITED FEDERATION OF TEACHERS, AFL-CIO, 260 PARK AVENUE, SOUTH, NEW YORK, NEW YORK, 10010. (LB)

ED016022 UD005389
LETTER TO NEW YORK STATE OFFICIALS DISCUSSING DECENTRALIZATION IN THE NEW YORK CITY SCHOOL SYSTEM. (TITLE SUPPLIED). 02JAN68, 13P.

IN THIS LETTER THE MAYOR OF NEW YORK DISCUSSES THE COMMUNITY SCHOOL SYSTEM RECOMMENDED BY HIS ADVISORY PANEL ON SCHOOL DECENTRALIZATION. HE NOTES THAT INSTEAD OF DECENTRALIZING THE SECONDARY SCHOOLS AT THIS TIME, ADMINISTRATORS MIGHT FOCUS ON THE OPERATION OF COMMUNITY BOARDS FOR THE ELEMENTARY AND INTERMEDIATE SCHOOLS, AND ON THE INVOLVEMENT OF PARENTS AT THIS LEVEL. HIGH SCHOOLS SHOULD CONTINUE TO OPERATE ON A CITYWIDE BASIS. ALSO, THERE SHOULD BE A CENTRAL BOARD OF EDUCATION (CBE) CONSISTING OF NINE UNPAID LAYMEN, CITYWIDE ENFORCEMENT OF STATE STANDARDS, AND CITYWIDE EVALUATION OF DISTRICT SCHOOLS AND DISSEMINATION OF PERTINENT INFORMATION. THE CBE WOULD REQUIRE EACH DISTRICT TO DEVELOP A LONG RANGE IMPROVEMENT PLAN. PERSONNEL FOR THE DECENTRALIZED SCHOOL DISTRICTS, WHO WOULD TAKE A BASIC QUALIFYING EXAMINATION, WOULD BE RECRUITED BY THE LOCAL SCHOOL BOARDS. EACH COMMUNITY SCHOOL BOARD SHOULD HAVE TOTAL CONTROL OVER THE ADMINISTRATION OF FUNDS ALLOCATED TO IT. THIRTY SUCH BOARDS, CONCURRENT WITH THE PRESENT 30 DISTRICTS AND CONSISTING OF TEACHERS, PARENTS, AND OTHER INVOLVED COMMUNITY MEMBERS, SHOULD BE ESTABLISHED. TO EASE THE TRANSITION FROM CENTRAL TO LOCAL AUTHORITY, A TEMPORARY COMMISSION ON TRANSITION MIGHT BE FORMED. BY JULY 1970, ALMOST ALL THE COMMUNITY SCHOOL BOARDS SHOULD BE IN FULL OPERATION. TO CARRY OUT THESE PLANS THE CITY MUST SPECIFICALLY SEEK AND TRAIN PERSONS TO WORK EFFECTIVELY WITHIN THE PROPOSED SYSTEM. (LB)

ED016023 UD005408
ALABAMA ANNUAL EVALUATION REPORT FOR 1965-66 FISCAL YEAR, ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965--TITLE I. 15DEC66, 65P.

ONE SECTION OF THIS REPORT DESCRIBES CONSULTATIVE SERVICES FOR PLANNING AND EVALUATING THE ELEMENTARY AND SECONDARY EDUCATION TITLE I PROJECTS, EVALUATION DESIGNS, DISSEMINATION OF PROJECT INFORMATION, MAJOR PROBLEM AREAS, COORDINATION WITH COMMUNITY ACTION PROGRAMS, INTERRELATIONSHIP WITH OTHER ELEMENTARY AND SECONDARY EDUCATION ACT TITLES, NONPUBLIC SCHOOL PARTICIPATION, AND THE ATTAINMENT OF PROJECT OBJECTIVES. ADDITIONAL SECTIONS DISCUSS INNOVATIVE PROJECTS, METHODS OF INCREASING STAFF, AND MEASUREMENT INSTRUMENTS. AMONG THE PROJECTS' MAJOR PROBLEM AREAS WERE LACK OF PERSONNEL AT THE STATE AND LOCAL LEVELS AND INAPPROPRIATE STANDARDIZED TESTS FOR MEASURING THE ACHIEVEMENT OF THE DISADVANTAGED CHILDREN. TWO OF THE MOST FREQUENTLY REPORTED EVALUATION DESIGNS UTILIZED PRE- AND POSTTEST PROJECT SCORES FOR COMPARISON WITH SCORES FROM LOCAL, STATE, AND NATIONAL GROUPS. STANDARDIZED ACHIEVEMENT AND INTELLIGENCE TESTS, TEACHER-MADE TESTS, TEACHER OBSERVATION AND EVALUATION, AND PHYSICAL FITNESS TESTS WERE AMONG THE CHIEF MEASUREMENT INSTRUMENTS. PROJECT OBJECTIVES TO BE MEASURED INCLUDED STUDENTS' IMPROVEMENT IN READING, LANGUAGE, AND COMMUNICATIVE ARTS, MATHEMATICS, AND GENERAL ATTITUDES. OTHER OBJECTIVES WERE THE PROVISION OF HEALTH, FOOD, GUIDANCE, LIBRARY, AND ADMINISTRATIVE SERVICES. ALTHOUGH THE ATTAINING OF OBJECTIVES WAS HINDERED BY LACK OF ADEQUATE TIME, ALMOST ALL LOCAL DISTRICTS REPORTED PROGRESS. TABULAR DATA ARE PRESENTED THROUGHOUT THE REPORT. (LB)

ED016058 VT002001
BUILDING FACILITIES--DESIGN, PLANNING, EQUIPPING, FINANCING. VOCATIONAL, INDUSTRIAL, TECHNICAL EDUCATION. APR66, 34P.

THE PURPOSE OF THIS MANUAL IS TO SUGGEST GENERAL PROCEDURES AND PROVIDE A REFERENCE GUIDE TO TEACHERS, ADMINISTRATORS, ARCHITECTS, AND SHOP BUILDING SPECIALISTS IN PLANNING THE TECHNICAL SCHOOL BUILDING. AREAS OF INFORMATION INCLUDED ARE (1) PLANNING AND DEVELOPMENT OF THE EDUCATIONAL PROGRAM AND BUILDING FACILITY BEFORE THE ARCHITECT BEGINS WORK, (2) TIMETABLE FOR CONSTRUCTION AND FINANCING SHOWING GENERAL STEPS AND AVERAGE TIME REQUIRED FOR PLANNING AND CONSTRUCTION, (3) THE BUILDING PROJECT PROGRESS RECORD, PROCEDURAL STEPS, AND FORMS TO BE USED, (4) CHECK AND APPROVAL OF SHOP AND LABORATORY BUILDING PLANS, (5) RECOMMENDED SHOP AND LABORATORY SIZES AND FLOOR TYPES, (6) GENERAL PRINCIPLES OF SHOP AND LABORATORY DESIGN, (7) SHOP LAYOUT AND EQUIPMENT PRINCIPLES, (8) STATE CONSTRUCTION POLICIES, PROCEDURES, AND REIMBURSEMENTS, (9) FEDERAL FUNDS FOR BUILDING CONSTRUCTION UNDER THE VOCATIONAL EDUCATION ACT OF 1963, INCLUDING INSTRUCTIONS FOR SUBMITTING APPLICATIONS, (10) FEDERAL FUNDS FOR BUILDING CONSTRUCTION UNDER THE APPALACHIAN REGIONAL DEVELOPMENT ACT INCLUDING INSTRUCTIONS FOR SUBMITTING APPLICATIONS, AND (11) LABOR STANDARDS PROVISIONS APPLICABLE TO FEDERALLY FINANCED AND ASSISTED CONSTRUCTION. IT IS ESSENTIAL TO HAVE COOPERATIVE PLANNING WITH EXCHANGE OF INFORMATION AND IDEAS AMONG ADMINISTRATORS, TEACHERS, STATE DEPARTMENT SUPERVISORS, ADVISORY COMMITTEES, AND THE ARCHITECT. (MM)

ED016077 VT003393
USING BENEFIT-COST ANALYSIS IN PLANNING AND EVALUATING VOCATIONAL EDUCATION. NOV65, 20P.

BASIC ELEMENTS INVOLVED IN ANALYSIS BY RATIONAL RESOURCE ALLOCATION ARE APPLIED TO VOCATIONAL EDUCATION. TO IMPROVE THE EFFICIENCY OF USE OF ALLOCATED RESOURCES, THE RELATIONSHIPS BETWEEN APPLICATION OF RESOURCES TO A PARTICULAR PROGRAM AND ATTAINMENT OF OBJECTIVES CAN BE DETERMINED BY BENEFIT-COST ANALYSIS, THE RATIO OF THE PRESENT VALUE OF FUTURE BENEFITS TO THE PRESENT VALUE OF FUTURE COSTS. COSTS AND BENEFITS OF PARTICULAR VOCATIONAL PROGRAMS MUST BE ANALYZED FROM THE VIEWPOINTS OF BOTH THE INDIVIDUAL STUDENT AND SOCIETY. THE DERIVED RATIOS ARE THE SOCIETAL BENEFIT-COST RATIO OF A PROGRAM. A VARIATION OF BENEFIT-COST ANALYSIS TREATS BENEFITS AS AN UNKNOWN IN AN EQUATION INCLUDING KNOWN COSTS, NUMBER OF STUDENTS, AND AN ARBITRARILY SELECTED BENEFIT-COST RATIO. SOME LIMITATIONS OF USING BENEFIT-COST ANALYSIS FOR EVALUATING VOCATIONAL EDUCATION AND AS A BASIS FOR MAKING PUBLIC EXPENDITURE DECISIONS IN THE FIELD ARE--(1) DIFFERENT PEOPLE HAVE DIFFERENT MONEY VALUES SO THAT WHAT IS DOLLAR VALUE TO ONE MAY NOT BE TO ANOTHER, (2) THE SEARCH FOR THE BEST POSSIBLE PROGRAMS IS LIMITED TO ONLY THOSE PROPOSED, (3) IT IS DIFFICULT TO ASSESS THE VALUE OF INTANGIBLE BENEFITS WHICH CANNOT BE MEASURED IN DOLLAR TERMS, AND (4) CONSIDERING PROGRAM VALUE FROM ONLY A LOCAL VIEWPOINT MAY RESULT IN MAINTAINING OR REJECTING ONE IN CONFLICT WITH THE AGGREGATE OR NATIONAL INTEREST. DESPITE POSSIBLE LIMITATIONS, USE OF BENEFIT-COST ANALYSIS APPEARS DESIRABLE IN EVALUATING AND PLANNING VOCATIONAL EDUCATION AT THE STATE AND LOCAL LEVELS BECAUSE IT IDENTIFIES CURRENT OR PROPOSED PROGRAMS IN WHICH PROBABLE ECONOMIC BENEFITS DO NOT JUSTIFY THE ACTUAL OR PROSPECTIVE EXPENDITURES. THE APPENDIX CONTAINS A PRECISE FORMULATION OF THE BENEFIT-COST ANALYSIS METHODS. (WB)

ED016080 VT003540
A STUDY OF THE CONCENTRATION OF EDUCATIONAL MEDIA RESOURCES TO ASSIST IN CERTAIN EDUCATION PROGRAMS OF NATIONAL CONCERN. PART 1, EDUCATION OF THE CULTURALLY DISADVANTAGED. FINAL REPORT. DAVIS, O.L., JR.; MATHEWS, VIRGINIA H., MAY67, 175P.

THE ROLE OF EDUCATIONAL MEDIA IN THE EDUCATION OF THE CULTURALLY DISADVANTAGED WAS ANALYZED BY A COUNCIL SUBCOMMITTEE, APPOINTED IN MAY 1965. BASIC FINDINGS INCLUDE--(1) MEDIA RESOURCES SEEMED TO BE BOTH LITTLE USED, AND INEFFECTIVELY USED, (2) PROGRAM ADMINISTRATORS SEEMED TO BE UNAWARE OF THE AVAILABILITY AND EFFECTIVENESS OF MEDIA RESOURCES, (3) MEDIA RESOURCES WERE GIVEN ONLY PERIPHERAL ATTENTION IN TEACHER EDUCATION EITHER AS A METHOD FOR TEACHER EDUCATION OR AS A TEACHING TOOL, (4) ALTHOUGH NO ONE SEEMED TO KNOW WHAT KINDS OF MEDIA RESOURCES PROGRAMS THE CULTURALLY DISADVANTAGED NEEDED, MOST RESEARCH BYPASSED QUESTIONS OF MEDIA AND MEDIA USAGE, AND THERE WAS NO CONCERTED EFFORT TO BRIDGE THE GAP BETWEEN BASIC RESEARCH AND PROGRAM DEVELOPMENT. PAPERS COMMISSIONED BY THE COMMITTEE ARE INCLUDED IN THE APPENDIXES--(1) "TRENDS IN EARLY CHILDHOOD AND ELEMENTARY SCHOOL PROGRAMS, ASSOCIATED WITH THE CURRENT EMPHASIS UPON THE DISADVANTAGED CHILD," BY GEORGE W. DENEMARK AND MARION METZOW, (2) "EDUCATIONAL TECHNOLOGY

AND THE DISADVANTAGED ADOLESCENT," BY DAVID TURNEY, (3) "MEDIA AND CHILDREN OF THOSE WHO ARE NOT LIKE US," BY DAORU YAMAMOTO, AND (4) "EDUCATIONAL MEDIA AND THE INHUMAN CONDITION," BY JOE L. FROST. "MEDIA AND THE CULTURALLY DISADVANTAGED," BY VIRGINIA H. MATHEWS AND WENDA S. THOMPSON SUMMARIZES INFORMATION FROM COMMITTEE INTERVIEWS AND MAIL SURVEYS OF INDIVIDUALS ACTIVE IN THE EDUCATION OF THE DISADVANTAGED. "A SELECTIVE BIBLIOGRAPHY ON NEW MEDIA AND THE EDUCATION OF THE CULTURALLY DISADVANTAGED," BY WENDA THOMPSON IS ALSO INCLUDED. (EM)

ED016163 AC001895
AN ANALYSIS OF UNESCO'S CONCEPT AND PROGRAM OF FUNDAMENTAL EDUCATION. 63,
DOCUMENT NOT AVAILABLE FROM EDRS.

THROUGH ANALYSIS OF UNESCO DOCUMENTS, THE MEANING, SCOPE AND CONTENT OF FUNDAMENTAL EDUCATION--A PROGRAM TO IMPROVE THE LIVING CONDITIONS OF THE ECONOMICALLY UNDERDEVELOPED COUNTIRES THROUGH EDUCATION AND SELF-HELP--AND SOME OF UNESCO'S MAJOR PROJECTS WERE EXAMINED. THE PROGRAM PASSED THROUGH FOUR DISTINCT PERIODS--(1) 1945-1950, LAYING THE THEORETICAL GROUNDWORK OF FUNDAMENTAL EDUCATION, (2) 1951-1955, CARRYING OUT PROJECTS AND INAUGURATING TWO REGIONAL FUNDAMENTAL EDUCATION CENTERS, (3) 1956-1960, REEXAMINING THE PROGRAM IN THE LIGHT OF THE UNITED NATIONS' PROGRAM IN COMMUNITY DEVELOPMENT, AND (4) 1961-, ATTEMPTING TO DISASSOCIATE ITSELF FROM ITS CENTERS AND GENERALLY WITHDRAWING FROM THE FIELD IN FAVOR OF THE UNITED NATIONS' COMMUNITY DEVELOPMENT AND VOCATIONAL EDUCATION PROJECTS. MOST OF THE ORGANIZATIONS'S FUNDAMENTAL EDUCATION PROJECTS WERE TOO AMBITIOUS TO BE MANAGEABLE. BOTH THE RISE AND DECLINE OF FUNDAMENTAL EDUCATION WERE A REFLECTION OF THE IDEOLOGICAL FORCES OF THE PERIOD. THE STUDY SHOWS THE OBSTACLES, FINANCIAL AND ADMIINSTRATIVE, WHICH UNESCO FACED IN CARRYING OUT ITS PROGRAMS AND REVEALS UNESCO'S IMMENSE CONTRIBUTION TO FUNDAMENTAL EDUCATION AND THROUGH IT, TO INTERNATIONAL EDUCATION, ESPECIALLY IN ENRICHING THE LITERATURE IN THE FIELD. THIS DOCUMENT IS AVAILABLE FROM UNIVERSITY MICROFILMS, ANN ARBOR, MICH., ORDER NO. 64-1510. MICROFILM $2.80. XEROGRAPHY $9.70. 213 PAGES. (AUTHOR/AJ)

ED016174 AC001930
LITERACY AND ECONOMIC DEVELOPMENT. 66,
DOCUMENT NOT AVAILABLE FROM EDRS.

IN THIS ESSAY ON LITERACY AND ECONOMIC DEVELOPMENT IN DEVELOPING NATIONS, THE STRATEGIC ROLE OF TIME PERSPECTIVES IN THE CHOICE BETWEEN FORMAL EDUCATION AND ADULT LITERACY IS VIEWED AS AN INHERENT ASPECT OF EDUCATIONAL PLANNING AND RESOURCE ALLOCATION IN POOR COUNTIRES. A CONSIDERATION OF THE RISE OF THE MAJOR INDUSTRIAL POWERS AND OF THE FEATURES OF SUBSISTENCE AND EXCHANGE ECONOMICS IN THE DEVELOPING NATIONS SHOWS THAT, WHILE A LESS THAN 40 PERCENT LITERACY RATE PRECLUDES SELF-SUSTAINING ECONOMIC GROWTH, MASS LITERACY IS NO PANACEA FOR SUBSISTENCE ECONOMIES, AND ITS ECONOMIC BENEFITS DIFFER GREATLY BETWEEN AGRICULTURE AND INDUSTRY. AT THE PRESENT TIME THE ECONOMIC RETURN SCHOOL EDUCATION PROBABLY EXCEEDS THAT OF ADULT LITERACY, BUT THE NEW UNESCO WORLD EXPERIMENTAL LITERACY PROGRAM, AIMED AT PROMOTING FUNCTIONAL RATHER THAN MERE REDIMENTARY LITERACY, MAY POINT TO A TREND TOWARD GREATER EXPENDITURES FOR ADULT EDUCATION IN THE FORM OF SELECTIVE, INTENSIVE LITERACY CAMPAIGNS. (THE DOCUMENT INCLUDES 19 NOTES AND REFERENCES AND AN OUTLINE OF THE UNESCO SCHEME.) THIS DOCUMENT APPEARED IN THE SCHOOL REVIEW, VOLUME 74, NUMBER 4, WINTER 1966, AND IS AVAILABLE FROM THE UNIVERSITY OF CHICAGO PRESS, CHICAGO, ILLINOIS 60637, AS A REPRINT, 26 PAGES. (LY)

ED016278 EA000944
PROBLEMS AND ISSUES OF KNOWLEDGE PRODUCTION AND UTILIZATION IN EDUCATIONAL ADMINISTRATION. OCT67, 32P.

THE DEVELOPMENT ACTIVITY BETWEEN PRODUCTION AND UTILIZATION OF KNOWLEDGE IS EMPHASIZED AS THE KEY ACTIVITY. THE FEDERAL GOVERNMENT IN THE MID-1950'S BECAME ONE OF THE MOST VIGOROUS AND HOPEFUL PROTAGONISTS OF EDUCATIONAL RESEARCH AND DEVELOPMENT. THE ACTS PASSED AND THE RESEARCH AND DEVELOPMENT CENTERS CREATED ARE NOTED AS AGENTS IN THIS NEW INTEREST IN DEVELOPMENT. THE INQUIRY PHASE OF RESEARCH AND DEVELOPMENT IS DISCUSSED IN THE CONTEXT OF INCREASING ITS QUANTITY AND QUALITY. THE INQUIRY AND DEVELOPMENT PHASES ARE FURTHER RELATED TO THEIR FUNCTIONS IN EDUCATIONAL ADMINISTRATION. AT THE INQUIRY STAGE, IT IS SUGGESTED THAT RESEARCH CENTERS BE ESTABLISHED AT VARIOUS POINTS THROUGHOUT THE COUNTRY FOR TRAINING RESEARCHERS AND CONDUCTING RESEARCH. AT THE DEVELOPMENT STAGE, IT IS SUGGESTED THAT SPECIALIZED DEVELOPMENT UNITS FOR EDUCATIONAL ADMINISTRATION BE CREATED WHICH COVER THREE MAIN AREAS--(1) DEVELOPMENT OF CURRICULA FOR THE PREPARATION OF ADMINISTRATORS, (2) DEVELOPMENT OF ORGANIZATIONAL FORMS OR STRUCTURES FOR EDUCATIONAL SYSTEMS THAT ARE LIKELY TO MAKE A DIFFERENCE IN THE WAY THE SYSTEMS CARRY OUT THEIR TASKS, AND (3) DEVELOPMENT OF ADMINISTRATIVE PROCESSES AND PROCEDURES. THIS PAPER WAS PREPARED FOR PRESENTATION AT THE UCEA CAREER DEVELOPMENT SEMINAR, CO-SPONSORED BY THE UNIVERSITY COUNCIL FOR EDUCATIONAL ADMINISTRATION AND THE UNIVERSITY OF OREGON (17TH, PORTLAND, OREGON, OCTOBER 22-25, 1967). (HW)

ED016280 EA000999
THE SCHOOL BOARD AS AN AGENCY FOR RESOLVING CONFLICT. LIPHAM, JAMES M.; AND OTHERS, AUG67, 198P.

VIEWING ADMINISTRATION AS A SOCIAL PROCESS, A THREE-YEAR STUDY WAS MADE OF THE ROLE OF THE SCHOOL BOARD AS AN AGENCY FOR RESOLVING CONFLICT BETWEEN THE SCHOOL AND THE COMMUNITY. ROLE EXPECTATIONS FOR THE SCHOOL BOARD WERE ASSESSED BY INTERVIEWING 1,794 CITIZENS, 240 TEACHERS, 183 PUBLIC OFFICIALS, AND 90 SCHOOL BOARD MEMBERS IN 12 WISCONSIN SCHOOL DISTRICTS SELECTED ON THE BASIS OF THEIR SIZE, WEALTH, NON-PUBLIC SCHOOL ENROLLMENT, COMMUNITY CONTROVERSY, AND FISCAL DEPENDENCE-INDEPENDENCE. CONFLICT RESOLUTION WAS ASSESSED BY OBSERVING SCHOOL BOARDS DURING THE BUDGET ADOPTION PROCESS. ANALYSIS INDICATED THAT CONSENSUS IN ROLE EXPECTATIONS FOR THE SCHOOL BOARD AND RESOLUTION OF SCHOOL BOARD ROLE CONFLICT WERE NOT RELATED EITHER TO CHANGE IN FINANCIAL SUPPORT FOR THE SCHOOLS OR TO CHANGE IN ALLOCATIONS TO SELECTED BUDGET CATEGORIES. CONSENSUS IN EXPECTATIONS WITHIN AND BETWEEN CERTAIN REFERENCE GROUPS, ESPECIALLY CITIZENS AND TEACHERS, WAS FOUND TO BE SIGNIFICANTLY RELATED TO THE LEVEL OF FINANCIAL SUPPORT AND THE NATURE OF BUDGET ALLOCATIONS. SCHOOL BOARDS TENDED TO ENGAGE IN ROLE AVOIDANCE, SELDOM RESOLVED CONFLICT IN OPEN MEETINGS, TENDED TO BE INTRA-ORGANIZATIONALLY ORIENTED ON EDUCATIONAL ISSUES, AND WERE EXTRA-ORGANIZATIONALLY ORIENTED ON ECONOMIC ISSUES. RECOMMENDATIONS FOR FUTURE STUDIES INCLUDE DISTINGUISHING BETWEEN ROLE DISSENSUS AND ROLE CONFLICT AND GIVING EQUAL ATTENTION TO BOTH ROLE AND PERSONALITY DETERMINANTS OF BEHAVIOR. (JK)

ED016296 EA001077
THE PUBLIC IMAGE OF EDUCATION IN MARYLAND. FINAL REPORT. MCMAHON, CLARA P.; STRAUSS, SAMUEL, AUG67, 107P.

QUESTIONNAIRE RESPONSES FROM 896 COMMUNITY LEADERS (55 PERCENT OF TOTAL SAMPLE OF 1,643), REPRESENTING 11 GROUPS CONCERNED WITH EDUCATION IN MARYLAND, WERE STATISTICALLY ANALYZED TO DETERMINE HOW COMMUNITY LEADERS VIEW THE PUBLIC SCHOOLS, WHAT THEY CONSIDER THE DESIRABLE GOALS AND MAJOR PROBLEMS OF THE SCHOOLS AND HOW WELL THEY ARE BEING MET, AND HOW THEY BELIEVE SCHOOLS CAN MEET FUTURE DEMANDS AND RISING COSTS. RESPONDENTS INCLUDED STATE LEGISLATORS, LOCAL POLITICAL OFFICIALS, BOARDS OF EDUCATION, SCHOOL SUPERINTENDENTS, CLASSROOM INSTRUCTORS, PTA PRESIDENTS, BUSINESSMEN, INDUSTRIALISTS, LABOR AND FARM LEADERS, WONEN'S CLUB OFFICERS, AND COMMUNICATIONS MEDIA REPRESENTATIVES. THROUGH AN ANALYSIS OF RETURNS BY GROUPS, OCCUPATIONS, GEOGRAPHIC REGIONS, COMMUNITY ACTIVITIES AND INTERESTS, SCHOOL BACKGROUNDS, AND EVALUATIONS OF SCHOOL PERFORMANCE, THE STUDY CONCLUDED THAT COMMUNITY LEADERS ARE SYMPATHETICALLY INTERESTED IN THE PUBLIC SCHOOLS, SHOW HIGH AGREEMENT ON PARTICULAR ISSUES, AND PLACE HEAVY EMPHASIS ON INTELLECTUAL TRAINING, RAISING TEACHER STATUS, SMALLER CLASSES, INDIVIDUAL ATTENTION, BETTER COUNSELING, CHALLENGING STUDENTS TO MEET THEIR POTENTIALS, UPDATING VOCATIONAL TRAINING, IMPROVING SCHOOL COMMUNICATIONS, AND MORE STATE AID. TABULATED FINDINGS, INSTRUMENTS USED, AND MATERIAL COLLATERAL TO THE STUDY ARE APPENDED. (JK)

ED016307 EA001170
PROGRAM-ORIENTED INFORMATION--A MANAGEMENT SYSTEMS COMPLEX FOR STATE EDUCATION AGENCIES. PART I, ANALYSIS AND PROPOSALS. INTERIM REPORT ON A COLLABORATIVE PROJECT "TENTATIVE GUIDES FOR A STATE EDUCATION AGENCY FISCAL, PERSONNEL, AND PROGRAM INFORMATION SYSTEM." FRIEDMAN, BURTON DEAN; AND OTHERS, 66, 113P.

THIS DOCUMENT IS THE RESULT OF A PROJECT TO CONCEIVE AND ESTABLISH AN INFORMATION SYSTEM FOR FINANCIAL, PERSONNEL, AND PROGRAM ACCOUNTING OF STATE EDUCATION AGENCIES' TOTAL INTERNAL OPERATION. SUCH SYSTEMS ARE DEEMED NECESSARY NOW THAT THE AGENCIES' OPERATIONS ARE STRONGLY AFFECTED BY FEDERAL PROGRAMS AND FUNDS AND ARE THUS A MATTER OF NATIONWIDE INTEREST. THIS STUDY SHOULD FACILITATE DEVELOPMENT OF A BENCH MARK OR BASE FOR A NATIONWIDE DATA EXCHANGE SYSTEM. THE PROBLEM IS TO DEVISE A MEANS (1) TO DIFFERENTIATE AMONG THE VARIOUS SUBSTANTIVE THINGS THAT A STATE EDUCATION AGENCY DOES, (2) TO DETERMINE THE VALUE OF THE AGENCY'S INVESTMENT IN EACH SUBSTANTIVE THING IT DOES, AND (3) TO REPORT THESE MATTERS IN CONCISE, WELL-ORDERED, AND UNAMBIGUOUS FASHION. A RELATED PROBLEM IS THE DEVELOPMENT OF A MEANS WHEREBY THE INFORMATION THUS GENERATED BY EACH STATE EDUCATION AGENCY CAN BE EXPRESSED IN A LANGUAGE AND FORMAT THAT MAY BE UTILIZED IN COMMON BY ALL STATE EDUCATION AGENCIES. RECOMMENDATIONS INCLUDE--(1) RESPONSIBILITY-ORIENTED ASPECTS OF MANAGEMENT SYSTEMS DESIGNED TO ISOLATE DATA PERTINENT TO EACH ORGANIZATIONAL UNIT, (2) PROGRAM-ORIENTED ASPECTS OF THE SYSTEMS COMPLEX DESIGNED TO ISOLATE DATA PERTINENT TO EACH COMPONENT OF THE PROGRAM, AND (3) THE CLASSIFICATION OF ALL COST CENTERS IN TERMS OF A SERIES OF DESCRIPTIVE MEASURES. PART II OF THIS REPORT IS AVAILABLE AS EA 001 171. (HW)

ED016308 EA001171
PROGRAM-ORIENTED INFORMATION--A MANAGEMENT SYSTEMS COMPLEX FOR STATE EDUCATION AGENCIES. PART II, MANUAL OF ACCOUNTING AND RELATED FINANCIAL PROCEDURES. FRIEDMAN, BURTON DEAN; AND OTHERS, 66, 113P.

THIS DOCUMENT IS THE SECOND PART OF A REPORT, PROGRAM-ORIENTED INFORMATION--A MANAGEMENT SYSTEMS COMPLEX FOR STATE EDUCATION AGENCIES. PART 1, EA 001 170, SUBTITLED "ANALYSIS AND PROPOSALS," CONTAINS AN OUTLINE OF THE NEED FOR A MANAGEMENT SYSTEMS COMPLEX WITHIN EACH STATE EDUCATION AGENCY. THIS DOCUMENT IS A MANUAL PRESENTING THE PROPOSED ACCOUNTING SYSTEM UNDER 12 OPERATIONAL HEADINGS--(1) THE PURPOSE, USE, AND CONTROL OF THE MANUAL OF ACCOUNTING AND PROCEDURES, (2) THE PURPOSE AND GENERAL NATURE OF THE ACCOUNTING SYSTEM, (3) THE ORGANIZATION FOR FINANCIAL ADMINISTRATION, (4) THE BUDGET PLAN, (5) THE NATURE AND RELATIONSHIP OF GENERAL LEDGER ACCOUNTS, (6) ACCOUNTING RECORDS AND REPORTS, (7) THE EFFECT OF VARIOUS ACCOUNTING TRANSACTIONS UPON THE SYSTEM, (8) ACCOUNTING FOR APPROPRIATIONS AND ALLOCATIONS, (9) ACCOUNTING FOR REQUISITION, ENCUMBRANCES, AND EXPENDITURES, (10) ACCOUNTING FOR OTHER TRANSACTIONS--VOUCHERS PAYABLE, PAYROLLS, RESTRICTED RECEIPTS, AND PRIOR-YEAR ENCUMBRANCES, (11) POSTING TO THE GENERAL AND SUBSIDIARY LEDGERS, AND (12) CLOSING PROCEDURES. (HW)

ED016363 EF001128
COMPONENTS FOR SCHOOL CONSTRUCTION IN THE MID-HUDSON REGION. FINAL REPORT 3. GREEN, ALAN D.; AND OTHERS, MAR66, 27P.

THE FINAL REPORT OF A THREE PART FEASIBILITY STUDY OF THE COMPONENT CONSTRUCTION SYSTEMS SAMPLED APPROPRIATE ASPECTS OF THE SCHOOL CONSTRUCTION CLIMATE IN NEW YORK STATE. IT SOUGHT TO DETERMINE THE APPROPRIATENESS OF THE SCHOOL CONSTRUCTION SYSTEM DEVELOPEMENT PROCESS TO SCHOOL CONSTRUCTION IN THE MID-HUDSON VALLEY AND TO EXPLORE POSSIBILITIES FOR THE ACCOMPLISHMENT OF SUCH PROGRAMS. THIS COMPONENT APPROACH SEEKS TO ACHIEVE ECONOMIES BY STANDARDIZING CERTAIN UNITS OF CONSTRUCTION AND EQUIPMENT AND BY LARGE SCALE PURCHASING OF THESE COMPONENTS. THIS STUDY CONTAINS A SUMMARY OF THE EIGHT 'CLIMATE AREAS' THAT WERE INVESTIGATED AND CONCLUSIONS AS TO THE VARIOUS ASPECTS OF FEASIBILITY. (BD)

ED016374 EF001323
SUMMARY OF ELECTRIC SERVICE COSTS FOR TOTALLY AIR CONDITIONED SCHOOLS PREPARED FOR HOUSTON INDEPENDENT SCHOOL DISTRICT, MAY 31, 1967. 31MAY67, 57P.

THIS REPORT IS A COMPILATION OF DATA ON ELECTRIC AIR CONDITIONING COSTS, OPERATIONS AND MAINTENANCE. AIR CONDITIONING UNITS ARE COMPARED IN TERMS OF ELECTRIC VERSUS NON-ELECTRIC, AUTOMATIC VERSUS OPERATED, AIR COOLED VERSUS WATER COOLED, RECIPROCATING VERSUS CENTRIFUGAL COMPRESSORS, SPACE AND NOISE, REHEAT, MAINTENANCE AND ORIGINAL COST. DATA ARE PRESENTED SHOWING COMPARATIVE ELECTRIC COSTS OF BEFORE AND AFTER AIR CONDITIONING SERVICE INSTALLATIONS AND A TABULATION OF SERVICE COSTS FOR TOTALLY AIR CONDITIONED SCHOOLS. (GM)

ED016384 EM005615
A COMPUTER SIMULATION OF A STATEWIDE FILM LIBRARY NETWORK--A FEASIBILITY STUDY FOR ACTUAL OPERATION. FINAL REPORT. CHRISTEN, FRED L.; OXHANDLER, EUGENE K., SEP66, 57P.

TO COMBAT INEFFICIENCY IN FILM USE IN NEW YORK STATE SCHOOLS, THIS STUDY SOUGHT A WAY OF OFFERING TO TEACHERS GREATER FLEXIBILITY IN THE ORDERING, SCHEDULING, AND UTILIZATION OF FILMS. DATA WAS GATHERED ON FILM LIBRARY INVENTORIES, BOOKING RECORDS, TEACHER PREFERENCES, AND SYSTEM COSTS. TEACHER PREFERENCE DATA CURVES WERE INCONSISTENT WITH FILM AVAILABILITY CURVES, BUT COMPUTER SIMULATIONS PROJECTED THIS DATA INTO A MORE EFFICIENT FUTURE SYSTEM AND FOUND THAT A CENTRAL COMPUTERIZED BOOKING, DISTRIBUTION, AND BOOKKEEPING SYSTEM FOR ALL EDUCATIONAL ORGANIZATIONS IN NEW YORK IS INDEED FEASIBLE. FINALLY, COSTS OF A COMPUTER SYSTEM ARE DISCUSSED, AND FURTHER STUDY OF EFFICIENT FILM DISTRIBUTION METHODS (SUCH AS VIDEOTAPE RECORDERS ON A STATEWIDE TV NETWORK) ARE RECOMMENDED. (LH)

ED016393 EM005651
PROGRAMMED LEARNING--A BIBLIOGRAPHY OF PROGRAMS AND PRESENTATION DEVICES. FOURTH EDITION. 67,
DOCUMENT NOT AVAILABLE FROM EDRS.

PROGRAMS ARE LISTED BY SUBJECT AND PUBLISHER, WITH CONTENT DESCRIPTIONS AND INDICATIONS OF PRICE AND LENGTH. DEVICES ASSISTING IN THE PRESENTATION OF PROGRAMS ARE LISTED BY MANUFACTURER. A REFERENCE SECTION LISTS PERIODICALS, BOOKS, AND OTHER INFORMATION CONCERNING PROGRAMED INSTRUCTION. THIS SECTION PROVIDES RESOURCES FOR PROGRAM EVALUATION. COPIES OF THE BASIC BIBLIOGRAPHY MAY BE ORDERED FROM DR. CARL HENDERSHOT, 4114 RIDGEWOOD DRIVE, BAY CITY, MICHIGAN 48707, FOR $11.50. SUPPLEMENTS EXTRA. DEDUCT $0.50 IF PAYMENT ACCOMPANIES ORDER. (MS)

ED016396 EM005969
TECHNOLOGY IN EDUCATION. EDUCATION U.S.A. SPECIAL REPORT. WILSON, ROY K.; AND OTHERS, 67, 27P.
HC NOT AVAILABLE FROM EDRS.

THE POSSIBLE RESULTS AND IMPLICATIONS OF THE NEW TECHNOLOGICAL DEVELOPMENTS IN EDUCATION ARE DISCUSSED, WITH SPECIAL ATTENTION TO THE CURRENT STATE OF THE ART, TEACHER-STUDENT RELATIONSHIPS, EDUCATION IN SLUM AREAS, INDIVIDUALIZED INSTRUCTION, A MODERNIZED LEARNING SYSTEM, EDUCATIONAL ADMINISTRATION AND FUNDING ON THE NATIONAL LEVEL, NECESSARY ADJUSTMENTS IN THE EDUCATIONAL SYSTEM, AND THE NEGRO STUDENT. INFORMATION SOURCES ON EDUCATIONAL TECHNOLOGY ARE GIVEN. COPIES OF THIS DOCUMENT MAY BE ORDERED FROM THE NATIONAL SCHOOL PUBLIC RELATIONS ASSOCIATION, 1201 16TH STREET, N.W., WASHINGTON, D.C. FOR $1.50. (MS)

ED016398 EM005971
OPERATING SOFTWARE FOR A COMPUTER-BASED INSTRUCTION SYSTEM. 10MAR66, 16P.

FOUR SOFTWARE COMPONENTS (COMPILER, INTERPRETER, EXECUTIVE, SERVICE) OF A COMPUTER-BASED INSTRUCTION SYSTEM ARE DESCRIBED. (LH)

ED016404 EM005996
A NATIONAL POLICY FOR EDUCATIONAL TELEVISION. BRAUM, CYRIL M.; AND OTHERS, DEC61, 14P.

THE PANEL WAS ASKED TO STUDY NEW DEVELOPMENTS IN COMMUNICATIONS AND EDUCATIONAL MEDIA AND TO MAKE RECOMMENDATIONS TO THE U.S. COMMISSIONER OF EDUCATION ON NATIONAL EDUCATIONAL POLICY. THE MOST SIGNIFICANT NATIONAL PROBLEM WAS FOUND TO CONCERN EDUCATIONAL TELEVISION. THE MAJOR QUESTIONS RAISED BY THE PANEL CONCERNED (1) THE FUTURE GROWTH CURVE OF EDUCATIONAL TV, (2) IMPROVEMENT OF PROGRAMS, (3) CONTIBUTIONS OF TV TO EDUCATION, (4) MANPOWER FOR EDUCATIONAL TV, (5) FINANCING FOR EDUCATIONAL TV, (6) CHANNEL ALLOCATIONS FOR EDUCATIONAL TV, AND (7) GUIDANCE FOR EDUCATIONAL INSTITUTIONS REGARDING TV FACILITIES. (MS)

ED016411 EM006093
AUDIO-VISUAL INSTRUCTION, AN ADMINISTRATIVE HANDBOOK. 61, 111P.

THIS HANDBOOK WAS DESIGNED FOR USE BY SCHOOL ADMINISTRATORS IN DEVELOPING A TOTAL AUDIOVISUAL (AV) PROGRAM. ATTENTION IS GIVEN TO THE IMPORTANCE OF AUDIOVISUAL MEDIA TO EFFECTIVE INSTRUCTION, ADMINISTRATIVE PERSONNEL REQUIREMENTS FOR AN AV PROGRAM, BUDGETING FOR AV INSTRUCTION, PROPER UTILIZATION OF AV MATERIALS, SELECTION OF AV EQUIPMENT AND INSTRUCTIONAL MATERIALS, INSTRUCTIONAL MATERIALS CENTERS, AND EVALUATION OF AUDIOVISUAL SERVICES. AN ANNOTATED BIBLIOGRAPHY OF OVER 60 REFERENCES IS INCLUDED. (MS)

ED016415 EM006232
A GUIDE TO PREPARING INTRINSICALLY PROGRAMED INSTRUCTIONAL MATERIAL. CROWDER, N.; WALTHER, R.E., APR65,
DOCUMENT NOT AVAILABLE FROM EDRS.

TO AID THOSE RESPONSIBLE FOR THE PREPARATION OF INTRINSICALLY PROGRAMED INSTRUCTIONAL MATERIALS, THE PROCEDURES AND TECHNIQUES DEVELOPED BY THE EDUCATIONAL SCIENCE DIVISION OF U.S. INDUSTRIES, INC., HAVE HERE BEEN ORGANIZED INTO A PRACTICAL WORKING GUIDE. THE ORGANIZATION OF THIS REPORT CLOSELY FOLLOWS THE SEQUENCE OF STEPS REQUIRED TO PRODUCE AN EFFECTIVE INTRINSIC PROGRAM. ALTHOUGH OTHER SYSTEMS OF PROGRAMING ARE IDENTIFIED, THIS GUIDE IS SPECIFICALLY INTENDED FOR USE IN THE PREPARATION OF INTRINSIC PROGRAMS IN EITHER BOOK OR TUTORFILM FORMAT. DOCUMENT AVAILABLE FROM THE CLEARINGHOUSE FOR FEDERAL SCIENTIFIC AND TECHNICAL INFORMATION AS AD-617 740 IN MICROFICHE ($0.75) OR HARDCOVER ($4.00). (MS)

ED016470 JC670966
A SURVEY OF VOCATIONAL-TECHNICAL EDUCATION NEEDS IN GOSHEN COUNTY. AUG67, 77P.

THIS STUDY WAS FUNDED BY THE WYOMING STATE DEPARTMENT OF EDUCATION TO DETERMINE THE VOCATIONAL EDUCATIONAL NEEDS OF GOSHEN COUNTY AND TO RECOMMEND APPROPRIATE ACTION ON THE FINDINGS. SEPARATE QUESTIONNAIRES WERE SENT TO HIGH SCHOOL STUDENTS, EMPLOYERS IN BUSINESS AND INDUSTRY, AND SELECTED COUNTY ADULTS. THE NEWS MEDIA GAVE THE PROJECT WIDE PUBLICITY. OF 421 RESPONDING STUDENTS, 170 SHOWED INTEREST IN A TERMINAL VOCATIONAL PROGRAM. AS ONLY THE SECRETARIAL COURSE AT EASTERN WYOMING COLLEGE WAS PRESENTLY ADEQUATE, RESULTS INDICATED NEED FOR PROGRAMS FOR AUTO MECHANICS, MEDICAL AND LABORATORY TECHNICIANS, AND NURSE'S AIDES. REPRESENTATIVES OF 114 BUSINESSES, WITH A TOTAL OF 880 EMPLOYEES, GAVE THE OCCUPATIONAL CATEGORY OF THEIR CURRENT EMPLOYEES, THEIR PREFERENCES IN EDUCATIONAL BACKGROUND, AND THEIR PREDICTION OF HIRING NEEDS THROUGH 1970. OF THE 700 QUESTIONNAIRES MAILED TO ADULTS, ONLY 256 WERE RETURNED (93 RURAL AND 163 URBAN). THE AUTHOR CONCLUDED THAT THE COLLEGE WAS MEETING MOST OF THE COURSE NEEDS SHOWN BY THIS SURVEY AND, RATHER THAN ADD NEW PROGRAMS, IT SHOULD BETTER PUBLICIZE WHAT IT NOW HAS TO OFFER. HE RECOMMENDED THAT THE THREE QUESTIONNAIRES USED IN THIS PROJECT BE IMPROVED AND THAT THE COLLEGE RECRUIT MORE ACTIVELY IN NEIGHBORING COUNTIES IF IT IS TO HAVE ENOUGH STUDENTS TO SUPPORT ADDITIONAL COURSES. (HH)

ED016509 LI000116
TITLE II ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965, SCHOOL LIBRARY RESOURCES, TEXTBOOKS, AND OTHER INSTRUCTIONAL MATERIALS. FIRST ANNUAL REPORT, FISCAL YEAR 1966. 67,
DOCUMENT NOT AVAILABLE FROM EDRS.

COVERING THE FIRST YEAR OF TITLE II, THIS REPORT DESCRIBES HOW THE STATES, DISTRICT OF COLUMBIA, GUAM, PUERTO RICO, TRUST TERRITORY OF THE PACIFIC ISLANDS, AND VIRGIN ISLANDS USED TITLE II FUNDS TO IMPROVE THE EDUCATIONAL QUALITY OF PUBLIC AND PRIVATE ELEMENTARY AND SECONDARY SCHOOLS BY INCREASING INSTRUCTIONAL RESOURCES. AREAS DISCUSSED INCLUDE--(1) BASIC FACTS ABOUT ESEA TITLE II, WITH DISCUSSION OF STATE PARTICIPATION, PROGRAM COMPONENTS, FUND UTILIZATION, ACQUISITIONS, AND PROCESSING, (2) STATE PROGRAMS, GIVING DETAILS ON IMPROVEMENT OF SCHOOL LIBRARY RESOURCES, MAINTAINING AND INCREASING EFFORT, STANDARDS FOR MATERIALS, INSERVICE EDUCATION, COORDINATION, AND SERVICE TO HANDICAPPED, AND (3) DEMONSTRATION CENTERS AND SPECIAL PURPOSE GRANTS, WITH SECTIONS ON PROJECTS AND GRANTS IN CALIFORNIA, KANSAS, MISSOURI, NORTH CAROLINA, NEW YORK, AND OHIO. WITH AN EXPENDITURE OF $97.3 MILLION, HIGHLIGHTS IN 1966 WERE APPROVAL OF STATE PLANS, PARTICIPATION BY MOST ELIGIBLE STUDENTS AND TEACHERS, PRIORITY FOR SCHOOL LIBRARY RESOURCES, AND THE STRENGTHENING OF STATE AND LOCAL PROGRAMS. THE APPENDIX INCLUDES 18 TABLES GIVING ADDITIONAL DATA ON AV MATERIALS ACQUIRED UNDER TITLE II PROGRAMS. THIS DOCUMENT IS AVAILABLE AS FS-5-220-20108 FROM THE SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402, FOR $0.50. (JB)

ED016536 RC000715
HOW NEW MEXICO SCHOOLS ARE USING FEDERAL FUNDS TO MEET LOCAL NEEDS. SEP66,
DOCUMENT NOT AVAILABLE FROM EDRS.

TITLE I MONIES UNDER THE ELEMENTARY AND SECONDARY EDUCATION ACT WERE AVAILABLE FOR THE FIRST TIME DURING THE SCHOOL YEAR OF 1965-66. IN ORDER TO RECEIVE THE FUNDS FOR WHICH A LOCAL SCHOOL DISTRICT WAS ELIGIBLE UNDER THIS LAW, EACH DISTRICT HAS TO SUBMIT A PROJECT APPLICATION THAT WOULD MEET THE SPECIAL EDUCATIONAL NEEDS OF ITS EDUCATIONALLY DEPRIVED CHILDREN. AS A RESULT OF PLANNING AND ORGANIZATION, 89 OF THE 90 LOCAL SCHOOL DISTRICTS IN THE STATE OF NEW MEXICO IMPLEMENTED ONE OR MORE NEW PROGRAMS WHICH WERE SUPPORTED ENTIRELY BY TITLE I FUNDS. BECAUSE OF NEW MEXICO'S INDIAN, SPANISH, AND ANGLO CULTURES, TITLE I PROJECTS WERE TAILORED TO MEET A VARIETY OF LOCAL NEEDS. NEARLY EVERY SCHOOL DISTRICT IN NEW MEXICO USED SOME TITLE I MONEY FOR DEVELOPMENT OF READING SKILLS. SOME OF THE OTHER PROGRAMS DURING THE FIRST YEAR WERE IN THE AREAS OF MUSIC, VOCATIONAL EDUCATION, FOREIGN LANGUAGE, TRANSPORTATION, HEALTH SERVICE, PRESCHOOL EDUCATION, AND SCHOOL CONSTRUCTION. THIS ARTICLE APPEARS IN "NEA JOURNAL," VOL. 55, NO. 6, SEPTEMBER 1966, PP. 23-26. (ES)

ED016546 RC002129
FOLLOW-UP CONFERENCE ON SPECIAL EDUCATION SERVICES IN SPARSELY POPULATED AREAS. FINAL REPORT. 66, 19P.

A CONFERENCE FOR 13 WESTERN STATE DIRECTORS OF SPECIAL EDUCATION WAS HELD IN HELENA, MONTANA, MAY 31 - JUNE 2, 1967. THE OBJECTIVES OF THIS CONFERENCE WERE--(1) TO STIMULATE RESEARCH ACTIVITIES FOR EXCEPTIONAL CHILDREN IN WESTERN STATE DEPARTMENTS OF EDUCATION, (2) TO PROVIDE A FOLLOW-UP OF THE NATIONAL RESEARCH CONFERENCE ON SPECIAL EDUCATION SERVICES IN REMOTE AREAS, (3) TO STIMULATE THE IMPLEMENTATION OF INNOVATIVE PROGRAM MODELS REPORTED IN THE NATIONAL RESEARCH CONFERENCE REPORT, AND (4) TO PROVIDE BETTER UTILIZATION OF BUDGETED FUNDS AND MORE COMPLETE REALIZATION OF THE GOALS AND OBJECTIVE OF THE ORIGINAL PROPOSAL (DENVER RESEARCH CONFERENCE). DISCUSSION GROUPS FOCUSED ON THE FOLLOWING TOPICS AND THEIR RELATIONSHIP TO SPECIAL EDUCATION PROGRAMS--ADMINISTRATION ORGANIZATION, FINANCIAL PATTERNS, PERSONNEL PROBLEMS, AND SUPPORTIVE SERVICES. PARTICIPANTS CONCLUDED THAT THE CONFERENCE PROVIDED OPPORTUNITIES FOR CONSIDERATION OF RESEARCH PROBLEMS IN SPECIAL EDUCATION AND A DELINEATION OF THOSE PROBLEMS DIRECTLY RELATED TO SPARSELY SETTLED AREAS WHICH HAVE REGIONAL SIGNIFICANCE IN THE WEST. (ES)

ED016704 UD004371
STATE ANNUAL EVALUATION REPORT. PART II ITEM 9, ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965, TITLE I, 1965-66 FISCAL YEAR. 66, 125P.

THIS PART OF THE EVALUATION REPORT ON TITLE I PROJECTS IN FLORIDA CONTAINS ANALYSES BY THE LOCAL EDUCATIONAL AGENCIES OF THEIR EFFECTIVE ACTIVITIES. ARRANGED ACCORDING TO STANDARD METROPOLITAN STATISTICAL AREA CLASSIFICATION AND BY COUNTY, THESE RESPONSES DESCRIBE AND ASSESS SUCH ACTIVITIES AS READING AND INSERVICE PROGRAMS, PRESCHOOL PROJECTS, CURRICULUM DEVELOPMENT, AND SPECIAL EDUCATION. ALTHOUGH THE REPORTING FORMAT VARIES FROM COUNTY TO COUNTY, THE ASPECTS OF THE PROJECTS MOST FREQUENTLY COVERED ARE PROJECT STRENGTHS AND WEAKNESSES, OBJECTIVES AND PROCEDURES, FACILITIES, MATERIALS, EQUIPMENT, SCHEDULING, PERSONNEL QUALIFICATIONS AND TRAINING, ADMINISTRATIVE ORGANIZATION, AND PROVISIONS FOR EVALUATION. (LB)

ED016705 UD004385
TITLE I IN OHIO, FIRST ANNUAL EVALUATION OF TITLE I--FISCAL YEAR 1966. WORKING, RUSSELL A.; YOUNG, EILEEN, MAY67, 114P.

THE NATURE AND IMPACT OF OHIO'S TITLE I COMPENSATORY EDUCATION PROJECTS ARE EVALUATED IN THIS REPORT. PROJECT PARTICIPANTS WERE CHARACTERIZED BY LOW ACADEMIC ACHIEVEMENT, WITHDRAWAL AND FEELINGS OF REJECTION, ABSENTEEISM, AND IRRESPONSIBILITY. ONLY 50 PERCENT OF THEM HAD PLANS FOR CONTINUING THEIR EDUCATION WHILE 70 PERCENT OF NONTITLE I PUPILS HAD MADE SUCH PLANS. LANGUAGE ARTS AND READING PROGRAMS AND MOTIVATION IMPROVEMENT ACTIVITIES COMMON TO MANY PROJECTS, WERE CONDUCTED BY MEANS OF INDIVIDUALIZED INSTRUCTION, SPECIAL GROUPING, AND LOWERED PUPIL-TEACHER RATIO. THE INSTRUCTIONAL MEDIA RANKED AS MOST EFFECTIVE WERE LABORATORIES, KITS, AND SPECIAL SETS, WHILE TRADITIONAL TEXTBOOKS AND WORKBOOKS WERE THE LEAST EFFECTIVE. ALTHOUGH MANY PROJECTS REPORTED PERSONNEL SHORTAGES, USE OF TEACHER AIDES AND OF CURRENT STAFF ON AN EXTENDED TIME BASIS SOMEWHAT OFFSET THIS PROBLEM. INSERVICE STAFF TRAINING AND COOPERATIVE ACTIVITIES (E.G., WITH COMMUNITY ACTION AGENCIES) WERE INTEGRAL TO NUMEROUS PROJECTS. PROJECTS WERE FORMALLY EVALUATED BY STANDARDIZED TESTS, OBSERVER REPORTS, AND TEACHER RATING SCALES. IN GENERAL REACTIONS TO THE PROJECT WERE "POSITIVE BUT MIXED." AVERAGE EXPENDITURE PER PUPIL WAS ABOUT $150. APPENDIXES INCLUDE AN ANALYSIS OF INSTRUCTIONAL MEDIA UTILIZATION AND OTHER RELEVANT DATA. MUCH OF THE DATA IN THE REPORT DEAL WITH THE FREQUENCY OF SERVICES OR THE NUMBER OF STUDENTS OR SCHOOL DISTRICTS PARTICIPATING IN A PARTICULAR ACTIVITY. (LB)

ED016708 UD004454
STATE ANNUAL EVALUATION REPORT FOR PREVIOUS FISCAL YEAR 1965-1966--ELEMENTARY AND SECONDARY EDUCATION ACT, 1965, TITLE I. 16DEC66, 49P.

THE RHODE ISLAND DEPARTMENT OF EDUCATION ADMINISTERED ITS ELEMENTARY AND SECONDARY EDUCATION ACT TITLE I PROGRAMS THROUGH A SPECIALLY ESTABLISHED OFFICE WHICH SERVED THE LOCAL EDUCATIONAL AGENCIES. THE TITLE I COORDINATOR INFORMED LOCAL UNITS OF THE PROVISIONS OF THE ACT AND PROVIDED CONSULTANTS TO HELP IN THE DEVELOPMENT OF PROPOSALS. EVALUATION GUIDELINES WERE DEVELOPED BY THE STATE, BASED ON FEDERAL REQUIREMENTS. MOST PROJECTS (22) USED A PRE- AND POSTTEST DESIGN TO COMPARE EXPECTED GAINS WITH OBSERVED GAINS AND LOSSES. THE MAJOR ADMINISTRATIVE PROBLEMS WERE THE DELUGE OF PROPOSALS TO BE REVIEWED IN A SHORT TIME AND THE CONFUSION OF THE LOCAL LEVEL ABOUT THE ACT'S PROVISIONS. LACK OF SUFFICIENT PERSONNEL ON BOTH STATE AND LOCAL LEVELS WAS ANOTHER PROBLEM. LOCAL DISTRICTS ALSO HAD DIFFICULTIES IN USING EVALUATION METHODOLOGY. ON THE WHOLE, COOPERATION BETWEEN COMMUNITY ACTION PROGRAMS AND LOCAL AGENCIES WAS GOOD, BUT CLEARER DELINEATION OF THE RESPONSIBILITIES AND OBLIGATIONS OF EACH UNIT IS FELT TO BE IMPORTANT. IN GENERAL LOCAL AGENCIES FELT THAT THEY SHOULD HAVE GREATER DISCRETION ABOUT THE ALLOCATION OF THEIR FUNDS, A POSTION WHICH REFLECTS A WISH FOR A GENERAL RATHER THAN A CATEGORICAL AID BILL. COOPERATIVE PROJECTS BETWEEN PUBLIC AND NONPUBLIC SCHOOLS WORKED SUCCESSFULLY. THE ESTABLISHMENT OF ACADEMIC REMEDIATION PROGRAMS WAS THE MAJOR FUNDED ACTIVITY. THE DOCUMENT CONTAINS THE REQUIRED COMPREHENSIVE ANALYSIS OF THE PROJECTS' ACTIVITIES, STAFF RECRUITMENT METHODS, EVALUATION MEASURES, AND DATA ON PROJECT EFFECTIVENESS, ATTENDANCE, AND DROPOUT RATES. (NH)

ED016715 UD004710
POLICY FOR THE PUBLIC SCHOOLS--COMPENSATION OR INTEGRATION. NOV67, 40P.

IN CHOOSING BETWEEN SCHOOL DESEGREGATION AND SEGREGATED COMPENSATORY EDUCATION, POLICY MAKERS MUST CONSIDER THE CAUSES OF THE EDUCATIONAL RETARDATION OF NEGRO YOUTH AND THE SOCIAL, PSYCHOLOGICAL, AND FISCAL COSTS OF EACH POLICY. RESEARCH HAS SHOWN SOCIAL CLASS AND THE RACIAL COMPOSITION OF THE SCHOOLS RATHER THAN "CULTURAL DEPRIVATION" TO BE THE MAJOR CAUSE OF ACADEMIC FAILURE AMONG NEGRO YOUTH. TO COUNTERACT THE NEGATIVE EFFECTS OF A COMPENSATORY EDUCATION PROGRAM IN SUCH A SCHOOL ENVIRONMENT, EDUCATORS WOULD HAVE TO INSTITUTE CHANGES IN THE SCHOOL'S ORGANIZATION, LIKE DRAMATICALLY REDUCING TEACHER-PUPIL RATIOS. HOWEVER, EVEN IF IN ALL ELEMENTARY AND SECONDARY EDUCATION ACT TITLE I PROJECTS THIS RATIO WERE REDUCED TO 6 TO 1, THE COST OF INSTRUCTION WOULD INCREASE FROM $.5 BILLION TO $8.6 BILLION. AND DESPITE INCENTIVES ABLE TEACHERS ARE NOT INCLINED TO TEACH IN SEGREGATED COMPENSATORY EDUCATION PROGRAMS. SUCH PROGRAMS PERMANENTLY ESTABLISH RACIST ATTITUDES AMONG NEGRO AND WHITE STUDENTS AND PERPETRATE RACIAL SEPARATISM IN HOUSING AND OTHER LIVING PATTERNS. ONLY A POLICY OF SCHOOL INTEGRATION--ACCOMPANIED BY GENERAL SCHOOL IMPROVEMENT--CAN MAKE IT POSSIBLE FOR THE NEGRO TO GAIN ACCESS TO THE SAME EDUCATIONAL RESOURCES AS WHITES. EDUCATIONAL PARKS COULD POSSIBLY SATISFY BOTH REQUIREMENT. THIS PAPER WAS PREPARED FOR THE NATIONAL CONFERENCE ON EQUAL EDUCATIONAL OPPORTUNITY IN AMERICA'S CITIES, SPONSORED BY THE U.S. COMMISSION ON CIVIL RIGHTS, WASHINGTON, D.C., NOVEMBER 16-18, 1967. (LB)

ED016717 UD004717
BUSINESS INVOLVEMENT IN GREATER HARTFORD'S EDUCATIONAL EXPERIMENT. ENGLISH, JAMES F., JR.; JUDD, HARLAN C., NOV67, 11P.

RECOGNIZING THEIR FINANCIAL STAKE IN THE SOCIAL AND ECONOMIC HEALTH OF THE COMMUNITY, HARTFORD BUSINESS LEADERS THROUGH THE CHAMBER OF COMMERCE HAVE BEEN WORKING TO REMEDY THE SOCIAL ILLS ENDEMIC TO THE CENTRAL AREAS OF THE CITY. SOME OF THE PROBLEMS HAVE RESULTED FROM A GROWING EXODUS OF WHITE PERSONS FROM CITY TO SUBURBAN AREAS AND A CORRESPONDING MOVEMENT OF POOR-

LY EDUCATED RURAL SOUTHERNERS AND PUERTO RICANS INTO THE CORE OF THE CITY. ALMOST 30,000 OF HARTFORD'S 162,000 TOTAL POPULATION ARE NEGRO, 42.5 PERCENT OF THE 26,458 PUBLIC SCHOOL POPULATION (1966) ARE NEGRO, AND 9.5 PERCENT ARE PUERTO RICAN. ALMOST 15 PERCENT OF THE TOTAL POPULATION RECEIVES WELFARE PAYMENTS. AT A CONFERENCE ON METROPOLITAN COOPERATION AND DEVELOPMENT IT WAS DECIDED TO ATTACK THESE PROBLEMS ON A REGIONAL BASIS. AFTER MEETING WITH CONSULTANT SPECIALISTS AND VARIOUS REPRESENTATIVES OF THE SCHOOLS AND THE COMMUNITY, THE CHAMBER OF COMMERCE IN 1966 ADOPTED A COMPREHENSIVE COORDINATED PROJECT TO COUNTERACT HOUSING, EMPLOYMENT, AND EDUCATIONAL PROBLEMS. PART OF THE PROJECT WAS A PROGRAM TO BUS ABOUT 400 PUPILS FROM THE CITY INTO SUBURBAN SCHOOLS. EXTENSIVE EFFORTS WERE MADE AT THE TIME TO GAIN THE SUPPORT OF INFLUENTIAL SEGMENTS OF THE COMMUNITY. AFTER ONE YEAR IN OPERATION, THIS BUSING PROGRAM APPEARS TO BE SUCCESSFUL, AND PLANS ARE BEING MADE FOR ITS CONTINUATION BEYOND THE ORIGINALLY STIPULATED 2-YEAR PERIOD. THIS PAPER WAS PREPARED FOR THE NATIONAL CONFERENCE ON EQUAL EDUCATIONAL OPPORTUNITY IN AMERICA'S CITIES, SPONSORED BY THE U.S. COMMISSION ON CIVIL RIGHTS, WASHINGTON, D.C., NOVEMBER 16-18, 1967. (LB)

ED016719 UD004741
PROJECT TALENT, IDENTIFICATION, DEVELOPMENT, AND UTILIZATION OF HUMAN TALENTS--SELECTED PUPIL AND SCHOOL CHARACTERISTICS IN RELATION TO PERCENTAGE OF NEGROES IN SCHOOL ENROLLMENT. FINAL REPORT. BURKET, GEORGE R.; FLANAGAN, JOHN C., 63, 128P.

CONSISTING MAINLY OF TABLES, THIS REPORT PRESENTS THE FINDINGS OF A STATISTICAL STUDY WHICH EXAMINED THE DIFFERENCES AND SIMILARITIES AMONG 733 PROJECT TALENT SENIOR HIGH SCHOOLS WITH VARYING PROPORTIONS OF NEGRO ENROLLMENT. THE FACTORS STUDIED IN THESE SCHOOLS WERE EDUCATIONAL OUTCOMES, SCHOOL PRACTICES, STUDENT BODY CHARACTERISTICS, AND SCHOOL BOARD POLICIES. FINDINGS ARE BASED ON RESPONSES TO 17 QUESTIONS FROM THE GENERAL SCHOOL CHARACTERISTICS QUESTIONNAIRE AND TWO ITEMS FROM THE GUIDANCE PROGRAM QUESTIONNAIRE. DATA ON PUPIL CHARACTERISTICS SHOW THAT THERE IS A TENDENCY FOR MEAN PROJECT TALENT TEST SCORES TO DECREASE AS THE NEGRO ENROLLMENT PERCENTAGE INCREASES. TEST MEANS ARE ABOUT AS HIGH FOR SCHOOLS ENROLLING 1-97 PERCENT NEGROES AS FOR SCHOOLS WITH NO NEGROES. MOST TEST MEANS SHOW SMALL DIFFERENCES BETWEEN SCHOOLS IN LOW- AND MEDIUM-QUALITY HOUSING AREAS. THE HIGHER THE NEGRO ENROLLMENT, THE SMALLER THE PERCENTAGE OF STUDENTS ENTERING COLLEGE, BUT COLLEGE ENTRANCE IS POSITIVELY RELATED TO SIZE OF SCHOOL AND COMMUNITY AND HOUSING QUALITY REGARDLESS OF THE EXTENT OF NEGRO ENROLLMENT. DROPOUT RATES, INCIDENCE PUPILS WITH A SPANISH OR LATIN AMERICAN BACKGROUND, AND ABSENTEEISM ARE HIGHER IN SCHOOLS WITH GREATER NEGRO ENROLLMENT. THERE ARE VARIOUS RELATIONSHIPS AMONG THE SCHOOL POLICY AND PRACTICE VARIABLES OF CLASS SIZE, AVERAGE ANNUAL PER PUPIL EXPENDITURE, STARTING SALARY OF MALE TEACHERS, TEACHER EXPERIENCE, LIBRARY SIZE, GUIDANCE PROGRAM AND BUDGET, AMOUNT OF HOMEWORK, ADVANCE PLACEMENT COURSES, AND AVAILABILITY OF SUMMER PROGRAMS. (NH)

ED016723 UD005090
REPORT ON SUMMER 1967 SITE VISITS TO PRE-TITLE I COMPENSATORY EDUCATION PROGRAMS. 67, 87P.

THIS SURVEY WAS DESIGNED TO PROVIDE OPERATIONAL DETAILS ABOUT COMPENSATORY EDUCATION PROGRAMS THAT HAVE BEEN IN EXISTENCE FOR A RELATIVELY LONG PERIOD AND ARE THEREFORE LIKELY TO HAVE ADEQUATE BASES FOR MEANINGFUL EVALUATIONS OF THEIR RESULTS, AND TO SPOTLIGHT GOOD PROGRAMS WITH IMPLICATIONS FOR NATIONAL EDUCATIONAL POLICY. THOSE PROGRAMS WERE SELECTED WHICH HAD GOOD AVAILABLE EVALUATIONS, COULD PRODUCE DATA TO SUPPORT CLAIMS OF SUCCESS, AND PROMISED DELINEATION OF COMMON ELEMENTS IN SUCCESS. GOOD PROGRAMS GENERALLY REQUIRED HIGH PUPIL EXPENDITURES AND ADDED REGULAR AND SPECIALIZED STAFF. SUCCESSFUL PROGRAMS OFFERED A GREATER NUMBER OF MORE INTENSIVE SPECIAL SERVICES THAN LESS SUCCESSFUL PROGRAMS DID. THE SINGLE MOST IMPORTANT ELEMENT IN A PROGRAM'S SUCCESS WAS THE QUALITY OF THE INSTRUCTION BY TEACHERS WHO FELT EMPATHY FOR THE DISADVANTAGED. SUCCESSFUL PROGRAMS TRIED TO PROVIDE A LESS STRUCTURED AND FORMAL ATMOSPHERE THAN THE ORDINARY CLASSROOM OFFERS, AND RECOGNIZED INDIVIDUAL NEEDS. DESPITE THE CLAIM OF SOME EDUCATIONAL EXPERTS THAT COMPENSATORY EDUCATION IS MOST EFFECTIVE WHEN OFFERED TO PRIMARY AND PREPRIMARY PUPILS, THE MOST EFFECTIVE PROGRAMS WERE DESIGNED FOR THE UPPER ELEMENTARY AND HIGH SCHOOL GRADES. RELATIVELY FEW PROGRAMS WERE SET UP ON A CONTROLLED EXPERIMENTAL BASIS, AND, WHERE EVALUATIVE STUDIES WERE CONDUCTED, OUTCOMES WERE OFTEN AMBIGUOUS OR QUESTIONABLE. THE BULK OF THIS DOCUMENT IS A DESCRIPTION OF EACH OF THE COMPENSATORY EDUCATION PROJECTS PARTICIPATING IN THE SURVEY. (AF)

ED016731 UD005128
TITLE I ESEA ANNUAL EVALUATION REPORT, FISCAL YEAR 1967. NOV67, 69P.

THIS REPORT NOTES THAT ONE MAJOR OUTCOME OF COLORADO'S TITLE I PROJECTS HAS BEEN POSITIVE CHANGES IN THE ATTITUDE OF TEACHERS, ADMINISTRATORS, AND THE PUBLIC. ON LOCAL LEVELS TITLE I HAD HAD IMPORTANT EFFECTS ON STIMULATING DISTRICT-FINANCED LONG RANGE PROGRAMS, INTER-DISTRICT COOPERATION, AND MORE INDIVIDUALIZED ATTENTION TO CHILDREN. MORE GENERALLY, THE REPORT DESCRIBES THE STATE'S SERVICES TO THE LOCAL AGENCIES, THE MAJOR EDUCATIONAL NEEDS OF THE STATE, THE MOST PREVALENT PROJECT OBJECTIVES, THE RELATIONSHIP OF THE SEVERAL TITLES OF THE ACT, AND STAFF DEVELOPMENT AND UTILIZATION. IT ALSO DISCUSSES THE INVOLVEMENT OF NONPUBLIC SCHOOLS, PROGRAMS FOR THE HANDICAPPED, AND THE WAYS IN WHICH MAJOR PROBLEMS WERE RESOLVED. ONE SECTION CONTAINS TABULAR DATA ON VARIOUS ASPECTS OF TITLE I PROJECTS, AND ANOTHER PART DEALS WITH EXEMPLARY AND INNOVATIVE PROGRAMS IN READING DEVELOPMENT, LANGUAGE ARTS, MATHEMATICS, DEVELOPMENT PROGRAMS FOR UNDERACHIEVERS, AND ART. (NH)

ED016732 UD005136
EVALUATION OF THE COMPENSATORY EDUCATION PROGRAM OF THE SAN FRANCISCO UNIFIED SCHOOL DISTRICT, 1966-1967. SORENSEN, PHILIP H.; AND OTHERS, OCT67, 296P.

THIS EVALUATION CONTAINS DETAILED INFORMATION ON THE FIRST YEAR OF SAN FRANCISCO'S PREKINDERGARTEN AND COMPREHENSIVE COMPENSATORY EDUCATION PROGRAMS FOR CHILDREN OF ALL AGES FUNDED UNDER THE ELEMENTARY AND SECONDARY EDUCATION ACT (ESEA) OF 1965. SOME OF THE ACTIVITIES IN THE COMPREHENSIVE PROGRAM WERE TO REDUCE PUPIL-TEACHER RATIO AND CLASS SIZE, OFFER INSERVICE TRAINING, AND PROVIDE SUPPORTING AND AUXILIARY SERVICES AND ENRICHMENT EXPERIENCES. DATA ASSESSING CHANGES IN THE READING ACHIEVEMENT OF STUDENTS IN GRADES FOUR THROUGH 12 REVEAL THAT STUDENTS WHO DID NOT PARTICIPATE IN THE ESEA PROGRAM, THOSE IN THE TARGET AREA SCHOOLS WHOSE LEARNING DIFFICULTIES WERE NOT SEVERE, GAINED MORE MONTHS IN READING ACHIEVEMENT (6.8) THAN DID THE PARTICIPATING ESEA PUPILS (5.0). IT IS NOTED, HOWEVER, THAT THE TWO GROUPS MAY NOT HAVE BEEN APPROPRIATELY COMPARED. EVALUATIONS OF THE PREKINDERGARTEN PROGRAM DEMONSTRATE THAT THE PUPILS WHO HAD PARTICIPATED IN THE PROGRAM PERFORMED "SOMEWHAT BETTER" ON THE METROPOLITAN READINESS TEST THAN DID TARGET AREA KINDERGARTENERS WHO HAD NO PRESCHOOL EXPERIENCE. ON THE PEABODY PICTURE VOCABULARY TEST THE PREKINDERGARTEN PUPILS SCORED ONLY SLIGHTLY HIGHER THAN THE NONPARTICIPANTS. CONTAINED IN THE EXTENSIVE APPENDIXES TO THIS REPORT ARE (1) A "MARKET BASKET GAME" IN WHICH AN ELEMENTARY SCHOOL PRINCIPAL GIVEN A SPECIFIC BUDGET MAKES HYPOTHETICAL PURCHASES OF NEEDED SCHOOL RESOURCES, (2) TEACHER QUESTIONNAIRES AND RESULTING DATA, (3) READING ACHIEVEMENT TEST SCORES, AND (4) QUESTIONNAIRES ANSWERED BY PROJECT PERSONNEL. THIS REPORT IS IN TWO VOLUMES, "DETAILED FINDINGS" AND "APPENDIXES TO." (LB)

ED016737 UD005307
ONE HUNDRED SELECTED PROJECTS, TITLE I ESEA. HOUSE, JOHN; AND OTHERS, 15MAY67, 164P.

THIS COMPILATION IS A SELECTION OF OUTSTANDING PROJECTS PLANNED AND INSTITUTED BY LOCAL SCHOOL DISTRICTS IN NEW YORK STATE DURING THE 1965-66 SCHOOL YEAR ARE GROUPED BY THEIR DISTINCTIVE FOCUS OR MAJOR SUBJECT AREA. SOME PROJECTS PROVIDED INSTRUCTION IN SUCH AREAS AS ART AND READING, WHILE OTHERS OFFERED SERVICES. SOME PROGRAMS WERE DESIGNED FOR SPECIFIC GROUPS OF STUDENTS (E.G., ELEMENTARY, SECONDARY, HANDICAPPED) OR WERE CONCERNED WITH IMPROVING TEACHING PERSONNEL (E.G., INSERVICE, TEACHER AIDES). A FEW WERE JOINT PROJECTS, THOSE IN WHICH SEVERAL CONTIGUOUS SCHOOL DISTRICTS OR WHOLE SUPERVISORY DISTRICTS COOPERATED. OTHER PROJECTS WERE COMPREHENSIVE AND PROVIDED VARIED SERVICES. THERE WERE TWO TYPES OF VOCATIONAL PROGRAMS--OCCUPATIONAL (TEACHES VOCATIONAL SKILLS) AND WORK-STUDY (PROVIDES PART-TIME EMPLOYMENT WHICH IS COORDINATED WITH COURSE WORK). THERE WERE ALSO SUMMER PROGRAMS WHICH PROVIDED INSTRUCTION IN VARIOUS SUBJECT AREAS. IT IS NOTED THAT EACH SCHOOL DISTRICT REPRESENTED HAS MADE PROVISIONS FOR EXTENDING SERVICES ON A COMPARABLE BASIS TO EDUCATIONALLY DISADVANTAGED CHILDREN ENROLLED IN NONPUBLIC SCHOOLS. ESTIMATED COSTS OF THE PROJECTS ARE GIVEN. THIS DOCUMENT IS ALSO AVAILABLE FROM THE UNIVERSITY OF THE STATE OF NEW YORK, OFFICE OF TITLE I, ESEA, ALBANY, NEW YORK. (AF)

ED016739 UD005335
PROJECT GUIDELINES FOR THE DEVELOPMENT OF PROJECTS UNDER TITLE I. REVISED. 67, 53P.

THESE GUIDELINES OUTLINE SUGGESTIONS FOR (1) PLANNING AND EVALUATING COMPENSATORY EDUCATION PROJECTS FUNDED UNDER THE 1965 ELEMENTARY AND SECONDARY EDUCATION ACT, (2) DECIDING ON PROJECT ACTIVITIES, (3) DETERMINING TARGET AREAS AND BUDGET, AND (4) WRITING PROGRAM DESCRIPTIONS. THEY ALSO CONTAIN RECOMMENDATIONS FOR USE OF TEACHER AIDES, SUMMER SCHOOLS, SUPPORTIVE HEALTH SERVICES, CONSULTATIONS, USE OF FUNDS TO SUPPLEMENT SALARIES AND FOR EDUCATIONAL TELEVISION, EVALUATION OF APPLICATIONS WITH PROVISIONS FOR SCHOOL CONSTRUCTION, AND PROCEDURES FOR AMENDING THE PROJECTS. (LB)

ED016745 UD005384
TITLE I, ELEMENTARY SUMMER ENRICHMENT, 1967, POST KINDERGARTEN, POST 1ST AND POST 2ND GRADE, JUNE 7-JULY 21. 67, 95P.

THIS REPORT DESCRIBES THE PLANNED OPERATION OF THIS SUMMER PROGRAM AND OFFERS RESOURCE INFORMATION FOR THE PROGRAM TEACHERS. THE PROGRAM'S OBJECTIVES ARE TO IMPROVE THE READING, LISTENING, AND SPEAKING SKILLS OF THE PARTICIPATING CHILDREN AND TO PROVIDE THEM WITH MEANINGFUL, STIMULATING EXPERIENCES, ESPECIALLY IN ART, MUSIC, AND PHYSICAL

EDUCATION. THE REPORT OUTLINES SPECIFIC ACTIVITIES AND TEACHING TECHNIQUES AND SUGGESTS MANY APPROPRIATE EDUCATIONAL GAMES. IT ALSO LISTS AUDIOVISUAL MATERIALS SUCH AS FILMSTRIPS, FILMS, PICTURE BOOKS, AND RECORDS. SOME OF ITS OTHER CONTENTS ARE A TENTATIVE BUDGET, EVALUATION AND OTHER FORMS, AND A DISCUSSION OF HOW TO PLAN LESSON UNITS AND FIELD TRIPS. (LB)

ED016747 UD005386
EPOCH, EDUCATIONAL PROGRAMMING OF CULTURAL HERITAGE--ESEA TITLE III SUBMISSION OF PACE FOR CONTINUATION GRANT. MONFORT, JAY B.; AND OTHERS, 67, 58P.

DESCRIBED IN THIS REPORT IS A PROJECT WHICH OFFERS INTERDISCIPLINARY HUMANITIES INSTRUCTION THROUGH EXTENSIVE MULTIMEDIA RESOURCES, INNOVATIVE TEACHING METHODS, AND ADVANCED EDUCATIONAL TECHNOLOGY. THE PROJECT, STILL IN THE PLANNING STAGE, WILL ULTIMATELY BE HOUSED IN A SCIENTIFICALLY DESIGNED RESOURCE CENTER WHERE EDUCATIONAL EXHIBITS, INFORMATION RETRIEVAL SYSTEMS, AND SPECIAL TEACHING DEVICES WILL FACILITATE LEARNING, TEACHING, AND TEACHER TRAINING. IN ONE SECTION OF THE REPORT SUCH MAJOR PROJECT ACTIVITIES AS THE RESEARCH PROGRAM, CURRICULUM STUDY, ACQUISITION OF RESOURCE MATERIALS, AND SEARCH FOR SPACE AND DESIGN DEVELOPMENT ARE DISCUSSED, AND IN AN ADDITIONAL SECTION THE PILOT PROGRAM WHICH WILL EMERGE FROM SOME OF THESE PLANNING ACTIVITIES IS DESCRIBED. ALSO PRESENTED ARE TENTATIVE DIAGRAMS OF THE RESOURCE CENTER AND CERTAIN TEACHING DEVICES. (LB)

ED016748 UD005387
AN ADDENDUM TO INTEGRATION--A PLAN FOR BERKELEY. A REPORT TO BERKELEY BOARD OF EDUCATION. 02JAN68, 51P.

THE BERKELEY, CALIFORNIA, PLAN FOR DESEGREGATING THE CITY'S ELEMENTARY SCHOOLS IS REVIEWED IN THIS REPORT. THE PLAN DEALS WITH SCHOOL DISTRICT ORGANIZATION, INSTRUCTIONAL NEEDS AND CHANGE, TRANSPORTATION, AND FINANCING REQUIREMENTS. IT IS SUGGESTED THAT THE CITY HAVE FOUR EXPANDED ATTENDANCE ZONES, EACH CONTAINING ONE SCHOOL WITH GRADES ONE THROUGH SIX AND FROM TWO TO FOUR SCHOOLS WITH KINDERGARTEN THROUGH THIRD GRADE. THE PROPOSED INSTRUCTIONAL PROGRAM WOULD INCLUDE A DEVELOPMENTAL PROGRAM FOR READING, INSERVICE TRAINING OF TEACHERS, TEACHING SPECIALISTS, HETEROGENEOUS GROUPING, SPECIAL HELP FOR UNDERACHIEVING, HANDICAPPED, AND HIGH POTENTIAL STUDENTS, LEARNING LABORATORIES, AND HELP CENTERS STAFFED BY TEACHERS, PSYCHOLOGISTS, AND GUIDANCE PERSONNEL. THERE WOULD BE CONTINUAL DIAGNOSIS AND EVALUATION OF THE PUPILS AND TEACHERS WOULD MAINTAIN HIGH EXPECTATIONS OF THEIR PUPILS' PERFORMANCE. THE SCHOOLS' STARTING TIMES WOULD BE STAGGERED TO MINIMIZE THE TOTAL NUMBER OF NEEDED BUSES. AN ORIENTATION PROGRAM PREPARING STUDENTS FOR THE BUSING WOULD BE CONDUCTED. THE PROGRAM WOULD BE FINANCED THROUGH A TAX ELECTION WHICH WOULD TAKE PLACE BEFORE JULY 1969. PERTINENT QUESTIONS AND ANSWERS ABOUT THE PLAN ARE PRESENTED IN AN APPENDIX. (LB)

ED016749 UD005460
MULTIPLE ACTIVITIES PROGRAM, ESEA TITLE I, SEPTEMBER 1966 TO SEPTEMBER 1967, AN EVALUATION. 67, 261P.

THE MULTIPLE ACTIVITIES PROGRAM, A COMPREHENSIVE COMPENSATORY EDUCATION PROJECT FOR DISADVANTAGED YOUTH, IS EVALUATED IN THIS REPORT. THE BASIC DATA IN THE FIRST SECTION DESCRIBES THE NUMBER OF THE PROJECT'S PUBLIC AND NONPUBLIC SCHOOL PARTICIPANTS, PROJECT PERSONNEL, DROPOUTS, STUDENTS CONTINUING THEIR EDUCATION BEYOND HIGH SCHOOL, AND THE PROJECT'S COORDINATION WITH OTHER FEDERAL PROGRAMS AND WITH COMMUNITY ACTION PROGRAMS. IN AN ADDITIONAL SECTION THE PROJECT'S 18 DIFFERENT ACTIVITIES ARE DESCRIBED AND EVALUATED. THESE ACTIVITIES INVOLVED EXTENDED USE OF STAFF AND FACILITIES, VOLUNTEER TUTORING, REMEDIAL READING, PSYCHOLOGICAL SERVICES, COMMUNITY AIDES, ENRICHMENT, VISITING TEACHERS, PROGRAMS FOR ACOUSTICALLY AND VISUALLY HANDICAPPED STUDENTS, CURRICULUM CONSULTANTS, CHILD AND YOUTH STUDY INSERVICE TEACHER TRAINING, TEACHER CONSULTANTS, SPECIAL EDUCATION, LIBRARY SERVICES, SPEECH THERAPISTS, EVALUATION, DISSEMINATION OF PROJECT INFORMATION, AND A MEDIA CENTER. THE MEDIA CENTER, WHICH WORKED TO ACQUAINT TEACHERS WITH INNOVATIONS IN TEACHING METHODS AND MATERIALS, IS NOTED AS HAVING BEEN PARTICULARLY SUCCESSFUL. IT IS FELT THAT THE PROGRAM EFFECTIVELY MET ITS STATED GOALS, ALTHOUGH THE REPORT CONTAINS NO EVALUATION DATA. (LB)

ED016750 UD005461
A MULTIPLE ACTIVITIES PROGRAM TO AID INTERCULTURAL DEVELOPMENT--TITLE I APPLICATION FOR ELEMENTARY AND SECONDARY EDUCATION ACT FUNDS. 13OCT67, 124P.

THIS PROJECT PROPOSAL OUTLINES PLANS FOR A COMPREHENSIVE COMPENSATORY EDUCATION PROJECT. THE PROPOSAL CONTAINS THE APPLICATION FOR FEDERAL ASSISTANCE (BASIC DATA ON ENROLLMENT AND EXPENDITURES), PROGRAM DESCRIPTIONS, PLANS FOR EVALUATION OF THE PROGRAM, A REVIEW OF RELATED RESEARCH, AND STATEMENTS OF JUSTIFICATION FOR A COMPENSATORY EDUCATION PROJECT IN THE OMAHA SCHOOLS. THE PROJECT HAS PLANS FOR A MEDIA CENTER, EXTENDED USE OF STAFF AND FACILITIES, SUPPORTIVE PSYCHOLOGICAL SERVICES, USE OF COMMUNITY AIDES AND TEACHER CONSULTANTS, A VISITING TEACHER SERVICE, AN INSERVICE TRAINING PROGRAM, IMPROVEMENT OF LIBRARY SERVICES, AND A SUMMER PROGRAM. TO JUSTIFY ESTABLISHING A PROGRAM IN THE TARGET AREA, THE PROPOSAL PROVIDES CENSUS TRACT MAPS CONTAINING DEMOGRAPHIC DATA AND INFORMATION ABOUT THE AREA'S ECONOMIC AND SOCIAL CONDITIONS. IT ALSO PRESENTS DATA ON THE ACHIEVEMENT LEVELS OF THE STUDENTS IN THE PROJECT AREA SCHOOLS. (LB)

ED016753 UD005503
PROJECT OPEN FUTURE. 02MAR67, 16P.

THIS PROPOSAL DESCRIBES THE ANTICIPATED OPERATION OF A PROJECT WHICH WILL OFFER COLLEGE COUNSELING AND ACADEMIC ENRICHMENT TO DISADVANTAGED SECONDARY SCHOOL STUDENTS WITH COLLEGE POTENTIAL. THE STUDENTS WILL BE SELECTED IN THE SEVENTH GRADE AND CONTINUE IN THE PROGRAM THROUGHOUT HIGH SCHOOL. THEY WILL PARTICIPATE EACH SUMMER IN A 5-WEEK RESIDENTIAL PROGRAM AT ONE OF THE SPONSORING INDEPENDENT SCHOOLS OR COLLEGES, AND REGULARLY ATTEND SATURDAY CLASSES DURING EACH SCHOOL YEAR. THE ACTIVITIES OF THESE PROGRAMS ARE GENERALLY DISCUSSED. (LB)

ED016754 UD005504
REPORT OF THE BERKELEY SCHOOL MASTER PLAN COMMITTEE TO THE BOARD OF EDUCATION. VOLUME I. OCT67, 77P.

THIS REPORT, THE FIRST VOLUME OF AN EXTENSIVE TWO-VOLUME STUDY, OUTLINES VARIOUS RECOMMENDATIONS FOR THE IMPROVEMENT OF PUBLIC EDUCATION IN BERKELEY, CALIFORNIA. GENERATED BY FIVE SUBCOMMITTEES CONSISTING OF LAY CITIZENS AND PROFESSIONAL STAFF, THE RECOMMENDATIONS ARE ORGANIZED UNDER EACH COMMITTEES SPECIFIC AREA CONCERN--(1) THE INSTRUCTIONAL PROGRAM, (2) SPECIAL EDUCATION AND SPECIAL SERVICES, (3) FINANCE AND BUSINESS SERVICES, (4) COMMUNITY ENVIRONMENT, SCHOOL BUILDINGS, AND FACILITIES, AND (5) SCHOOL DISTRICT RELATIONSHIPS. VOLUME II IS A GREATLY EXPANDED VERSION OF THIS REPORT AND CONTAINS A DETAILED DISCUSSION OF EACH OF THE COMMITTEE'S FINDINGS. (LB)

ED016755 UD005505
STUDIES AND RECOMMENDATIONS OF THE SEVERAL COMMITTEES OF THE BERKELEY SCHOOL MASTER PLAN COMMITTEE SUPPORTING ITS REPORT TO THE BOARD OF EDUCATION. VOLUME II. MONHEIMER, MARC H.; AND OTHERS, OCT67, 503P.

THIS REPORT CONTAINS DETAILED STUDIES OF PUBLIC EDUCATION IN BERKELEY, CALIFORNIA AND MAKES EXTENSIVE RECOMMENDATIONS FOR ITS IMPROVEMENT. GENERATED BY FIVE SUBCOMMITTEES CONSISTING OF LAY CITIZENS AND PROFESSIONAL STAFF, THE STUDIES AND RECOMMENDATIONS ARE ORGANIZED UNDER EACH COMMITTEE'S SPECIFIC AREA OF CONCERN--(1) THE INSTRUCTIONAL PROGRAM, (2) SPECIAL EDUCATION AND SPECIAL SERVICES, (3) FINANCE AND BUSINESS SERVICES, (4) COMMUNITY ENVIRONMENT, SCHOOL BUILDINGS, AND FACILITIES, AND (5) SCHOOL DISTRICT RELATIONSHIPS. WITHIN EACH OF THE SECTIONS ARE SEPARATE BIBLIOGRAPHIES AND APPENDIXES. HALF OF THE REPORT IS DEVOTED TO THE SECTION ON THE INSTRUCTIONAL PROGRAMS, WHICH CONTAINS EXTENSIVE INFORMATION ABOUT CURRICULUM. VOLUME I OF THIS REPORT IS AN ABBREVIATED VERSION OF THESE FINDINGS AND RECOMMENDATIONS. (LB)

ED016757 UD005518
A READING PROGRAM FOR MEXICAN-AMERICAN CHILDREN. REVISION 1. AMSDEN, CONSTANCE; AND OTHERS, 16APR65, 69P.

THIS PROPOSAL OUTLINES PLANS FOR A PROGRAM FOR MEXICAN-AMERICAN CHILDREN IN PRESCHOOL THROUGH THIRD GRADE AT THE MALABAR STREET SCHOOL IN EAST LOS ANGELES, CALIFORNIA. IN CONTRAST TO THE TRADITIONAL PRIMARY SCHOOL CURRICULUM, THE PROGRAM WILL EMPHASIZE LANGUAGE DEVELOPMENT, PARTICULARLY VERBAL MEDIATION SKILLS. READING INSTRUCTION WILL BE BASED ON WORD CONFIGURATION, PHONETIC, KINESTHETIC, AND LANGUAGE EXPERIENCE METHODS, AND OTHER SUBJECTS WILL BE TAUGHT AS A MEANS OF FURTHERING READING INSTRUCTION. EACH CHILD WILL BE RESPONSIBLE FOR A LARGE AMOUNT OF SELF-INSTRUCTION. THE PROGRAM RECOGNIZES THE CULTURAL BACKGROUND AND PERSONALITY CHARACTERISTICS OF THE INDIVIDUAL CHILD AND THEIR FUNCTIONAL RELATIONSHIP TO READING DEVELOPMENT PROCESSES. TO INVOLVE THE ENTIRE COMMUNITY, THE PROJECT WILL ESTABLISH MULTIPLE NEIGHBORHOOD CENTERS, EACH STAFFED BY TWO MEXICAN-AMERICAN MOTHERS WORKING WITH TEN CHILDREN. THE REPORT DESCRIBES THE MEXICAN-AMERICAN PROBLEM IN CALIFORNIA AND GIVES SOME DETAILS OF THE PROGRAM BUDGET, WHICH IS ESTIMATED AT $294,461 FOR A 2-YEAR PERIOD. IT ALSO CONTAINS RESOURCE INFORMATION ON CERTAIN CHARACTERISTICS OF THE NEGRO AND MEXICAN-AMERICAN CHILD'S READING ABILITY, A TIME SCHEDULE FOR THE DEVELOPMENT OF READING, AND A DISCUSSION OF THE RELATIONSHIP OF THE MAJOR CURRICULUM AREAS TO READING. (LB)

ED016758 UD005526
ONE TO GET READY...A REPORT ON SOME OF THE WAYS THAT TITLE I OF THE ELEMENTARY AND SECONDARY EDUCATION ACT IS PROVIDING SPECIAL PROGRAMS FOR CHILDREN IN MARYLAND'S LOW INCOME NEIGHBORHOODS. 67, 36P.

ELEMENTARY AND SECONDARY EDUCATION ACT TITLE I PROJECTS IN 23 MARYLAND SCHOOL DISTRICTS ARE REVIEWED IN THIS REPORT. IN THE PERIOD FROM 1965 TO 1967 $29 MILLION WAS APPROPRIATED FOR TITLE I ACTIVITIES, WHICH WERE OFFERED TO 46,000 PUBLIC AND NONPUBLIC SCHOOL STUDENTS, INCLUDING 39,000 IN A SUMMER SCHOOL SESSION IN 1966. THE ACTIVITIES OF THE PROJECTS INCLUDED--(1) USE OF CONSULTANTS, TUTORS, AND AIDES, (2) PRESCHOOL CLASSES, (3) A PROGRAM FOR PREGNANT GIRLS, (4) HEALTH AND NUTRITION PROGRAMS, (5) LANGUAGE ARTS INSTRUCTION IN THE PRIMARY GRADES, (6) AN OUTDOOR EDUCATION PROGRAM, (7) DROPOUT PREVEN-

TION PROGRAMS, (8) FAMILY LIFE INSTRUCTION, (9) USE OF CHILDREN'S AIDES AND PARENT HELPERS, (10) EMPLOYMENT OF ADDITIONAL REGULAR STAFF, AND (11) INSTRUMENTAL MUSIC CLASSES. IT IS FELT THAT TITLE I PROGRAMS WOULD BE MORE EFFECTIVE IF THERE WERE BETTER USE OF COMMUNITY RESOURCES, MORE INSERVICE TEACHER EDUCATION AND PARENT INVOLVEMENT, AND GREATER EMPHASIS ON THE LEARNING IN THE EARLY SCHOOL YEARS. (DK)

ED016761 UD005565
A PLAN FOR EDUCATIONAL POLICY AND ADMINISTRATIVE UNITS, FURTHER DECENTRALIZATION OF THE PUBLIC SCHOOLS. 07MAR68, 4P.

THIS PLAN CONTAINS LEGISLATIVE PROPOSALS AND GENERAL RECOMMENDATIONS FOR THE DECENTRALIZATION OF THE NEW YORK CITY PUBLIC SCHOOLS AND FOR INCREASED PARENT AND COMMUNITY PARTICIPATION. IN PART IT RESPONDS TO AN EARLIER PLAN PROPOSED BY THE MAYOR'S PANEL ON DECENTRALIZATION. THE PRESENT PROPOSAL SUGGESTS THAT THE ADMINISTRATIVE RESTRUCTURING OF THE SCHOOLS WHICH THE MAYOR'S PANEL HAS RECOMMENDED WOULD ONLY CREATE "HARMFUL DISORGANIZATION." A MORE EFFECTIVE PLAN WOULD REQUIRE PERMANENT INCREASED STATE AID AND INSTITUTE COORDINATED SCHOOL, HEALTH, HOUSING, EMPLOYMENT, AND RECREATION OPPORTUNITIES. IT IS FELT THAT ALTHOUGH LOCAL CONTROL MIGHT SUCCESSFULLY BE EXERCISED OVER THE INSTRUCTIONAL PROGRAM, IT SHOULD NOT BE ALLOWED TO HINDER INTEGRATION, THE MERIT SYSTEM, THE NEW COMPREHENSIVE HIGH SCHOOL PROGRAM, SCHOOL EVALUATION, AND OTHER CITYWIDE EDUCATIONAL POLICIES. THUS THE LOCAL SCHOOL BOARDS MUST REMAIN ACCOUNTABLE TO THE CENTRAL BOARD. THE LEGISLATIVE PROPOSALS OUTLINED IN THIS PLAN BRIEFLY DESCRIBE THE AUTHORITY OF THE LOCAL SCHOOL BOARDS, THE TENURE OF EMPLOYEES, THE PROCEDURES FOR THE SELECTION OF THE BOARD OF EDUCATION, AND THE REMOVAL OF RESTRICTIVE PROVISIONS IN THE PRESENT LAW. FURTHER RECOMMENDATIONS NOT REQUIRING LEGISLATION INCLUDE THE SUGGESTION THAT NO ADDITIONAL LOCAL BOARDS OR DISTRICTS BE CREATED, THAT THERE BE CENTRALIZED EXAMINATION AND APPOINTMENT OF SCHOOL PERSONNEL, AND THAT THE BOARD OF EXAMINERS BE REORGANIZED AND RETAINED. IT IS FURTHER RECOMMENDED THAT THE LOCAL BOARDS HAVE FLEXIBILITY IN THE USE OF ALLOCATED FUNDS AND RESOURCES. UNDER THIS PLAN COST AND EVALUATION DATA GATHERED BY THE CENTRAL BOARD WOULD BE MADE AVAILABLE TO LOCAL BOARDS FOR DETERMINATION OF INSTRUCTIONAL PRIORITIES. (LB)

ED016785 VT002163
VOCATIONAL EDUCATION IN UTAH, A SURVEY REPORT. NOV66, 259P.

TO DEVELOP PLANS FOR A LONG RANGE PROGRAM OF DEVELOPMENT AND IMPROVEMENT, A 15-MEMBER TEAM FROM 12 STATES SURVEYED 14 AREAS OF VOCATIONAL-TECHNICAL EDUCATION. TEAM MEMBERS, WORKING WITH THE STAFF OF THE DEPARTMENT OF PUBLIC INSTRUCTION, COLLECTED DATA FROM STATE OFFICES AND VISITED SELECTED SCHOOLS THROUGHOUT THE STATE. THE STUDY WAS CONCERNED WITH STATE GOALS, PROGRAMS, AND POLICIES RATHER THAN DETAILS OF LOCAL OPERATIONS. AREAS STUDIED WERE--(1) ORGANIZATION AND ADMINISTRATION, (2) AGRICULTURAL EDUCATION, (3) DISTRIBUTIVE EDUCATION, (4) INDUSTRIAL ARTS, (5) TRADE AND INDUSTRIAL EDUCATION IN UTAH HIGH SCHOOLS, (6) TRADE AND TECHNICAL EDUCATION IN POST-SECONDARY SCHOOLS, (7) OFFICE OCCUPATIONS, (8) VOCATIONAL HOMEMAKING, (9) VOCATIONAL IMPLICATIONS OF GUIDANCE FUNCTIONS, (10) VIEWS OF LABOR, (11) VIEWS OF MANAGEMENT, (12) TEACHER PERSONNEL, (13) FINANCING VOCATIONAL AND TECHNICAL EDUCATION IN UTAH, AND (14) PHYSICAL FACILITIES FOR VOCATIONAL-TECHNICAL EDUCATION. A DESCRIPTION OF THE CURRENT STATUS, AND MAJOR RECOMMENDATIONS FOR EACH AREA ARE PRESENTED. (EM)

ED016788 VT002500
VOCATIONAL EDUCATION ACT OF 1963, A CASE STUDY IN LEGISLATION. 65, 64P.

THE SMITH-HUGHES ACT OF 1917, DEVELOPED FROM THE "REPORT OF THE COMMISSION ON NATIONAL AID TO VOCATIONAL EDUCATION," WAS THE BASIS FOR HR4955. THE BILL'S IMMEDIATE HISTORY BEGAN IN 1960 WITH THE ENTHUSIASM OF ADVOCATES OF EDUCATIONAL LEGISLATION FOR THE NOMINATION OF JOHN F. KENNEDY. THE AMERICAN VOCATIONAL ASSOCIATION (AVA) RECEIVED A PLEDGE OF SUPPORT FROM THE CANDIDATE. AT THIS TIME THE AVA SOUGHT TO ASCERTAIN THE VIEWS OF ITS MEMBERSHIP PRIOR TO A REVISION OF POLICY. IN NOVEMBER 1962 A PANEL OF CONSULTANTS, ESTABLISHED BY THE PRESIDENT, TO EVALUATE THE NATIONAL VOCATIONAL EDUCATION ACTS AND MAKE RECOMMENDATIONS FOR REDIRECTING THE PROGRAM, RECOMMENDED A LARGE INCREASE IN THE FEDERAL CONTRIBUTION FOR VOCATIONAL EDUCATION, ABANDONMENT OF THE LEGISLATIVE CATEGORIES IN THE SMITH-HUGHES AND GEORGE-BARDEN ACT, NEW LEGISLATIVE CATEGORIES, AND NEW FUNDS. IN THE FALL OF 1962, AS THE OFFICE OF EDUCATION BEGAN THE ADMINISTRATION'S VOCATIONAL EDUCATION BILL, WHICH BECAME HR 3000 AND S 580, THE AVA WROTE AN UNOFFICIAL DRAFT OF WHAT BECAME HR 4955, ALSO KNOWN AS THE PERKINS BILL. PUBLIC HEARINGS ON BOTH BILLS WERE COMPLETED IN APRIL 1963. HR 4955 WAS REPORTED ON JUNE 18, WAS BROUGHT TO THE FLOOR OF THE HOUSE FOR DEBATE, AND PASSED BY A VOTE OF 377 TO 21 ON AUGUST 6. THE BILL'S PASSAGE THROUGH THE SENATE WAS MARKED BY ITS RETURN TO THE RULES COMMITTEE AND A DEADLOCK OF THE HOUSE-SENATE CONFERENCE TO CONSIDER POINTS OF DISAGREEMENT. PRESIDENT JOHNSON'S PLAN FOR ACTION BROKE THE DEADLOCK, AND THE SENATE VERSION CARRIED ON THE MAJOR POINTS WHICH CONCERNED THE WORK-STUDY PROGRAM, RESIDENTIAL SCHOOL PROGRAM, AND ALLOTMENT FORMULA. ON DECEMBER 13, THE SENATE AGREED TO THE CONFERENCE REPORTS BY A VOTE OF 82 TO 4. ON DECEMBER 18, 1963, PRESIDENT LYNDON B. JOHNSON APPROVED THE VOCATIONAL ACT OF 1963, AND IT BECAME PUBLIC LAW 88-210. (EM)

ED016800 VT002885
THE DECISION-MAKING PROCESS OF SCHOOL DISTRICTS REGARDING VOCATIONAL EDUCATION AND TRAINING PROGRAMS. BEAL, GEORGE M.; AND OTHERS, NOV66, 37P.

THE SUPERINTENDENTS OF 195 OF 209 SCHOOL DISTRICTS HOLDING BOND ISSUE ELECTIONS DURING A 5-YEAR PERIOD RESPONDED TO A QUESTIONNAIRE. OF THESE, 20 OF THE 24 WHOSE BOND ISSUES INVOLVED VOCATIONAL EDUCATION WERE INTERVIEWED IN A TWO-PHASE STUDY TO ANALYZE THE DECISION MAKING PROCESS, IDENTIFY THE VARIABLES ASSOCIATED WITH SUCCESS OR FAILURE, AND TO RECOMMEND STRATEGIES RELATIVE TO BOND ISSUE ELECTIONS FOR VOCATIONAL EDUCATION IN IOWA SCHOOL DISTRICTS. THE PERCENTAGE OF REGISTERED VOTERS AND COMMUNICATION TECHNIQUES USED WERE NOT CORRELATED WITH ELECTION OUTCOME. ECONOMIC VARIABLES DEALING WITH MILLAGE INCREASE AND TOTAL MILLAGE APPEARED MORE IMPORTANT THAN THE TOTAL AMOUNT OF THE ISSUE IN INCREASING VOTER TURNOUT. DISTRICTS WHICH HAD PASSED A BOND ISSUE IN THE 5-YEAR PERIOD WERE MOST LIKELY TO PASS ANOTHER PRESENTED CURING THE PERIOD, AND UNSUCCESSFUL ATTEMPTS WERE MOST LIKELY TO BE FOLLOWED BY FURTHER FAILURES. LITTLE OR NO ASSOCIATION WAS OBSERVED BETWEEN DISTRICT DEMOGRAPHIC CHARACTERISTICS OR ECONOMIC VARIABLES AND A FAVORABLE VOTE. SUPERINTENDENTS OF SUCCESSFUL DISTRICTS EVALUATED NEWSPAPER COVERAGE AS MORE FAVORABLE AND PARENT TEACHER ASSOCIATION INVOLVEMENT AS MORE IMPORTANT THAN DID SUPERINTENDENTS OF UNSUCCESSFUL ONES. VOCATIONAL EDUCATION BOND ISSUE PROPOSALS DID NOT SEEM TO AFFECT THE ELECTION OUTCOMES. IT WAS CONCLUDED THAT DATA COLLECTED BY THE PRESENT SURVEY TECHNIQUES ARE NOT SUFFICIENT TO PREDICT THE OUTCOME OF SCHOOL BOND ISSUES. THIS REPORT APPEARS IN "APPENDIX OF FINAL RESEARCH REPORTS FOR PROJECT IN RESEARCH AND DEVELOPMENT IN VOCATIONAL AND TECHNICAL EDUCATION, NON-METROPOLITAN AREAS (ED 011 069) WHICH SUPPLEMENTS VT 001 546. (JM)

ED016819 VT003523
VOCATIONAL EDUCATION IN COLORADO, LEGISLATIVE COUNCIL REPORT TO THE COLORADO GENERAL ASSEMBLY. NOV66, 114P.

THE COUNCIL'S COMMITTEE ON VOCATIONAL EDUCATION, CREATED IN 1965 TO STUDY THE COLORADO LAWS PERTAINING TO VOCATIONAL EDUCATION AND YOUTH EMPLOYMENT, REVIEWED PUBLICLY SUPPORTED VOCATIONAL EDUCATION PROGRAMS, THE STATE BOARD FOR VOCATIONAL EDUCATION, AND LOCAL AND FEDERAL NONSCHOOL PROGRAMS TO DEVELOP AN INVENTORY OF VOCATIONAL EDUCATION IN COLORADO. NO SINGLE AGENCY HAD BEEN IN A POSITION TO DEVELOP OVERALL VOCATIONAL EDUCATION POLICY AFFECTING ALL PROGRAMS. THERE WAS A LACK OF ADEQUATE OCCUPATIONAL EDUCATION OPPORTUNITY ESPECIALLY IN THE PUBLIC SCHOOLS AND POST-SECONDARY INSTITUTIONS. THE GUIDANCE COUNSELORS IN PUBLIC SCHOOLS FREQUENTLY LACKED THE NECESSARY OCCUPATIONAL ORIENTATION. THE SECONDARY SCHOOLS WERE WELL SUITED FOR OFFERING BASIC EXPLORATORY AND INTRODUCTORY OCCUPATIONAL EDUCATION, BUT FELT THE TERMINAL-TYPE OCCUPATIONAL PROGRAMS SHOULD BE LARGELY POST-SECONDARY IN NATURE. THE RECOMMENDATIONS FOR LEGISLATIVE ACTION INCLUDED (1) INCREASED STATE SUPPORT FOR SECONDARY SCHOOL OCCUPATIONAL PROGRAMS, (2) STATE SUPPORT FOR OCCUPATIONAL GUIDANCE AND COUNSELING IN THE SECONDARY SCHOOLS, (3) INCREASED EMPHASIS ON POST-SECONDARY OCCUPATIONAL PROGRAMS, PARTICULARLY IN THE JUNIOR COLLEGES, (4) THE EXPANSION OF THE APPRENTICESHIP PROGRAM, AND (5) THE ESTABLISHMENT OF A NEW BOARD CONTROLLING BOTH JUNIOR COLLEGE AND OCCUPATIONAL EDUCATION PROGRAM. (HC)

ED016858 VT004417
A NATIONWIDE STUDY OF THE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION AT THE STATE LEVEL. VOLUME ONE. FINAL REPORT. AUG67, 316P.

THE OBJECTIVES OF FIVE RELATIVELY INDEPENDENT STUDIES WERE TO DESCRIBE AND INDICATE DIFFERENCES OF ORGANIZATION, PERSONNEL, AND SERVICE IN THE STATES, IDENTIFY AND ANALYZE PERCEPTIONS OF STATE AGENCY ROLES AND FUNCTIONS, ANALYZE ACTIVITIES OF SELECTED PROFESSIONAL STAFF POSITIONS, DESIGN AND FIELD TEST AN INSTRUMENT FOR SELF ANALYSIS OF STATE AGENCIES, AND ANALYZE STATE AND FEDERAL EXPENDITURES FOR VOCATIONAL PROGRAMS. DATA WERE OBTAINED IN VISITS TO THE STATES AND PUERTO RICO THROUGH GROUP AND INDIVIDUAL INTERVIEWS AND RECORDS, AND OTHER DOCUMENTS. CONCLUSIONS INCLUDED--(1) THERE WAS GREAT VARIATION AMONG THE 50 STATES IN THE RATIO OF PROFESSIONAL STAFF MEMBERS IN THE STATE AGENCY TO VOCATIONAL TEACHERS, (2) THE STATE DEPARTMENT OF VOCATIONAL EDUCATION WAS LESS CONFIDENT ABOUT THE JOB IT WAS DOING THAN WAS THE GROUP TO WHICH IT WAS IMMEDIATELY RESPONSIBLE, (3) ALL GROUPS INDICATED THE MAJOR PORTION OF THEIR TIME WAS SPENT PLANNING, CONSULTING, COMMUNICATING, AND TRAVELING, WITH THE MAJOR FOCI PROBLEM IDENTIFICATION AND DEFINITION, AND PROGRAM DESIGN AND DEVELOPMENT, AND (4) THE TOTAL EXPENDITURES MORE THAN DOUBLED BETWEEN 1962-63 AND 1965-66. A "FORMAT AND CRITERIA FOR SELF-ANALYSIS BY STATE AGENCIES FOR VOCATIONAL-TECHNICAL EDUCATION" WAS DESIGNED, DEVELOPED, PARTIALLY REFINED AND INITIALLY FIELD TESTED. VOLUME II (VT 004 418) CONTAINS THE APPENDIX TO THESE STUDIES. (EM)

ED016866 VT004659
VOCATIONAL-TECHNICAL FACILITIES PROJECT. PROGRESS REPORT. CONRAD, M.J.; VALENTINE, I.E., OCT67, 124P.

IN THE FIRST PHASE OF A PROJECT FOR DEVELOPING PLANNING GUIDES FOR VOCATIONAL FACILITIES, THE OVERALL DIRECTION OF A SERIES OF PLANNING GUIDES IS BEING DETERMINED. IN THE SECOND PHASE AT LEAST ONE PLANNING MANUAL WILL BE DEVELOPED TO SERVE AS A MODEL FOR THE FULL SERIES. A LOCAL WORKING GROUP COMPOSED OF THREE SPECIALISTS FROM THE CENTER FOR VOCATIONAL AND TECHNICAL EDUCATION, THREE PLANT PLANNERS FROM THE EDUCATIONAL ADMINISTRATION AND FACILITIES UNIT, THREE REPRESENTATIVES FROM THE STATE DEPARTMENT OF EDUCATION, THREE LOCAL SCHOOL OFFICIALS, AND THREE ARCHITECTS MET REGULARLY THROUGHOUT THE PLANNING PHASE. CONSULTANTS MET WITH THE LOCAL WORKING GROUP IN SIX PRELIMINARY MEETINGS AND PRESENTED PAPERS--(1) "FUTURE TRENDS IN VOCATIONAL-TECHNICAL EDUCATION" BY M.L. BARLOW, (2) "THE NEED AND VALUE OF EDUCATIONAL PLANNING" BY W.F. CLAPP, (3) "VOCATIONAL-TECHNICAL CURRICULUMS AND THEIR TRANSLATION INTO FACILITIES" BY J. NERDEN, (4) "FORM AND CONTENT OF EDUCATIONAL SPECIFICATIONS WHICH WILL BEST MEET NEEDS OF THE ARCHITECT" BY J.L. REID, (5) "THE RELATIVE ADVANTAGES OF CORE VOCATIONAL-TECHNICAL FACILITIES" BY J.F. STANDRIDGE, AND (6) "THE CONTINUOUS PROGRESS SCHOOL BUILDING" BY D.W. ALLEN. THE PROCEEDINGS OF A 2-DAY INTERACTION SEMINAR WITH 33 PARTICIPANTS, VOCATIONAL-TECHNICAL FACILITY NEEDS PROJECTIONS, AND A CHECKLIST OF TENTATIVE CRITERIA FOR EVALUATING A FACILITY PLANNING GUIDE ARE INCLUDED. (MM)

ED016870 VT004835
THE EMERGING ROLE OF STATE EDUCATION DEPARTMENTS WITH SPECIFIC IMPLICATIONS FOR DIVISIONS OF VOCATIONAL-TECHNICAL EDUCATION, REPORT OF A NATIONAL CONFERENCE ON STATE DEPARTMENT LEADERSHIP IN VOCATIONAL EDUCATION (FEBRUARY 27-MARCH 2, 1967). RICE, DICK C., ED.; TOTH, POWELL E., ED., 67, 405P.

FIFTY-THREE REPRESENTATIVES OF EDUCATIONAL INSTITUTIONS AND AGENCIES FROM 19 STATES, THE DISTRICT OF COLUMBIA, AND CANADA ATTENDED A CONFERENCE, WHICH WAS THE SECOND PHASE OF A MULTI-PHASE PROJECT TO IDENTIFY STATE LEADERSHIP NEEDS AND DEVELOP LEADERSHIP TRAINING PROGRAMS. THE PURPOSE OF THE CONFERENCE WAS TO CONCEPTUALIZE THE EMERGING ROLE OF THE STATE EDUCATION DEPARTMENTS AND TO IDENTIFY IMPLICATIONS FOR DIVISIONS OF VOCATIONAL EDUCATION. BACKGROUND PAPERS, DEALING WITH SOCIETAL FORCES IMPINGING ON STATE DEPARTMENT OPERATIONS, ARE INCLUDED IN PART ONE OF THE REPORT--(1) "THE CHANGING CHARACTER OF GENERAL POPULATION--IMPLICATIONS FOR EDUCATION" BY P.M. HAUSER, (2) "PROJECTIONS OF CHANGING STUDENT POPULATION" BY E.P. MCLOONE, (3) "THE CHANGING OCCUPATIONAL STRUCTURE WITH IMPLICATIONS FOR EDUCATION" BY L.A. LECHT, (4) "OBTAINING OPTIMAL EDUCATIONAL OPPORTUNITY FOR DISADVANTAGED GROUPS" BY R.D. HESS, (5) "STATE GOVERNMENT AND EDUCATION" BY L. IANNACCONE, (6) "THE EXPANDING ROLE OF FEDERAL GOVERNMENT IN EDUCATION WITH IMPLICATIONS FOR STATE EDUCATION DEPARTMENTS" BY N.A. MASTERS, (7) "EMERGING ORGANIZATIONAL STRUCTURES FOR FACILITATING EDUCATIONAL CHANGE WITH IMPLICATIONS FOR STATE EDUCATION DEPARTMENTS" BY F.J. IANNI, (8) "EMERGENT FUNCTIONS AND OPERATIONS OF STATE DEPARTMENTS OF EDUCATION" BY E.B. NYQUIST, AND (9) "THE ADMINISTRATION OF VOCATIONAL EDUCATION AS AN INTEGRAL PART OF A STATE DEPARTMENT OF EDUCATION" BY B. SHOEMAKER. PART TWO CONTAINS THREE PAPERS SYNTHESIZING THE VARIOUS VIEWPOINTS AND DRAWINGS MAJOR IMPLICATIONS AND A CHAPTER SUMMARIZING SOME OF THE IDEAS DEVELOPED DURING CONFERENCE DISCUSSION. (HC)

ED016915 AC001992
FEDERAL PROGRAMS FOR THE DEVELOPMENT OF HUMAN RESOURCES, A COMPILATION OF REPLIES FROM DEPARTMENTS AND AGENCIES OF THE U.S. GOVERNMENT TO A QUESTIONNAIRE FORMULATED BY THE SUBCOMMITTEE ON ECONOMIC PROGRESS OF THE JOINT ECONOMIC COMMITTEE, U.S. CONGRESS. DEC66,
DOCUMENT NOT AVAILABLE FROM EDRS.

IN RESPONSE TO A QUESTIONNAIRE FROM THE JOINT ECONOMIC COMMITTEE IN SEPTEMBER 1965, FEDERAL DEPARTMENTS AND AGENCIES DESCRIBED PROGRAMS CONCERNED WITH THE MAINTENANCE OR DEVELOPMENT OF HUMAN RESOURCES, EMPHASIZING THOSE INVOLVING EDUCATION AND TRAINING, REHABILITATION, EMPLOYMENT AND REEMPLOYMENT, HEALTH, CHILDREN'S WELFARE, INCOME- MAINTENANCE, FAMILY HOUSING, REGIONAL DEVELOPMENT, THE PROVISION OF FACILITIES FOR SUCH PURPOSES, AND RELATED RESEARCH AND DEVELOPMENT. PARTS I AND II PROVIDE BACKGROUND INFORMATION ON THE STUDY, THE QUESTIONNAIRE, QUANTITATIVE SUMMARY ESTIMATES OF UNITED STATES EXPENDITURES FOR HUMAN RESOURCES PROGRAMS BY ALL LEVELS OF GOVERNMENT, AND CONCEPTUAL AND ANALYTICAL ISSUES IMPLICIT IN THE ECONOMIC ASSESSMENT OF HUMAN RESOURCE PROGRAMS, DIFFICULTIES ENCOUNTERED IN REPLYING TO THE QUESTIONNAIRE AND LIMITATIONS OF THE STUDY ARE GIVEN. PART III IS THE DETAILED STATEMENT OF THE PROGRAMS, ARRANGED BY DEPARTMENT OR AGENCY. THE OUTLINE FOR EACH INCLUDES OBJECTIVES, HISTORY, LEVEL OF OPERATIONS, ADMINISTRATIVE ORGANIZATIONS, COORDINATION AND COOPERATION, ESTIMATED PROGRAM IN 1970, PROSPECTIVE CHANGES, PERTINENT LAWS, AND DATA ON ECONOMIC ASPECTS AND IMPACTS OF THE PROGRAM. THIS DOCUMENT, JOINT COMMITTEE PRINT 89TH CONGRESS, 2D SESSION, IS AVAILABLE, FOR $1.25, FROM THE SUPERINTENDENT OF DOCUMENTS, WASHINGTON, D.C. 20402. THREE VOLUMES, 1,308 PAGES. (AJ)

ED016919 AC001998
THE HISTORY OF EDUCATIONAL TELEVISION--1932-1958 (PH.D. THESIS). 60,
DOCUMENT NOT AVAILABLE FROM EDRS.

THE DEVELOPMENT OF EDUCATIONAL TELEVISION TO 1958 IS TRACED THROUGH A SURVEY OF THE LITERATURE, INTERVIEWS, AND CORRESPONDENCE WITH PERSONS INVOLVED IN ITS ESTABLISHMENT. FOLLOWING HEARINGS CONDUCTED BY THE FEDERAL COMMUNICATIONS COMMISSION FROM 1948 TO 1952, 242 TELEVISION CHANNELS WERE RESERVED FOR NON-COMMERCIAL, EDUCATIONAL USE. DURING 1952 AND 1953, FUNDS WERE RAISED, AND IN THE FOLLOWING YEARS, ATTENTION WAS DIRECTED TOWARD MEETING OPERATIONAL AND PROGRAMING COSTS, SELECTING TELEVISION TEACHERS AND SUITABLE SUBJECT MATTER, AND IMPROVING TELEVISION TEACHING TECHNIQUES AND PROGRAM QUALITY. OPEN-CIRCUIT PROGRAMING FOR THE GENERAL PUBLIC, MOSTLY IN THE UHF BAND, HAS DEVELOPED CONCURRENTLY WITH CLOSED-CIRCUIT TELEVISION WHICH HAS WON WIDE ACCEPTANCE IN SCHOOLS EVEN THOUGH NEW DEMANDS ON TEACHING SKILLS AND LESSON PREPARATION CAUSE MANY TEACHERS TO AVOID IT. BY 1958, MORE THAN 716,000 PEOPLE HAD INVESTED $60,000,000 IN EDUCATIONAL TELEVISION AND EDUCATIONAL BROADCASTING WAS SUCCESSFULLY COMPETING WITH COMMERCIAL PROGRAMING IN SOME AREAS. SOME EDUCATORS BELIEVE THAT EDUCATIONAL TELEVISION MIGHT ALLEVIATE THE SHORTAGE OF TEACHERS AND BUILDINGS, AND EVEN ESTABLISH PERMANENT IMPROVEMENT IN TEACHING. THIS DOCUMENT, LC CARD NO. MIC 60-2475, IS AVAILABLE FROM UNIVERSITY MICROFILMS, ANN ARBOR, MICH. MICROFILM $4.80. XEROX $21.60. 373 PAGES. (AUTHOR/AJ)

ED016929 AC002016
QUESTIONS AND OUTLINE FOR A COMPENDIUM OF PAPERS PROVIDING AN ECONOMIC ANALYSIS OF FEDERAL PROGRAMS FOR THE DEVELOPMENT OF HUMAN RESOURCES. 67, 14P.

THE SUBCOMMITTEE ON ECONOMIC PROGRESS HAS PLANNED A COMPENDIUM OF PAPERS TO PROVIDE AN ECONOMIC ANALYSIS OF FEDERAL PROGRAMS OF HUMAN RESOURCE DEVELOPMENT AND THEIR RELATIONSHIP TO PROGRAMS IN THE PRIVATE SECTOR. THIS OUTLINE FOLLOWS THE FIRST PHASE OF THE SUBCOMMITTEE'S INVESTIGATION, A SURVEY OF FEDERAL PROGRAMS REPORTED IN "FEDERAL PROGRAMS FOR THE DEVELOPMENT OF HUMAN RESOURCES." PART I OF THE COMPENDIUM WILL BE AS ASSESSMENT OF THE DEVELOPMENT OF HUMAN RESOURCES IN THE AMERICAN ECONOMY AND GOALS FOR 1975. PART II WILL BE AN EXAMINATION OF PROGRAMS OF EDUCATION, TRAINING, AND MATCHING JOBS AND PEOPLE, INCLUDING AN INVENTORY OF EDUCATION AND TRAINING NEEDS NOT BEING MET, DESIGN OF PROGRAMS FOR MEETING EDUCATIONAL TRAINING GOALS, AND EVALUATION OF THE ECONOMIC EFFORTS OF SUCH PROGRAMS. PART III IS CONCERNED WITH THE ECONOMICS OF INCOME MAINTENANCE AND FAMILY SUPPORT. PART IV WILL COVER THE ECONOMICS OF HEALTH CARE AND IMPROVEMENT PROGRAMS, SUCH AS CARE AND TREATMENT OF THE ILL, PREVENTION OF ILLNESS, MEDICAL RESEARCH, TRAINING OF MEDICAL MANPOWER, AND BUILDING MEDICAL FACILITIES. PART V WILL PRESENT THE ECONOMICS OF ENVIRONMENTAL IMPROVEMENT AND THE RELATIONSHIP BETWEEN ECONOMIC GROWTH AND HUMAN ENVIRONMENT. THIS DOCUMENT, JOINT COMMITTEE PRINT 90TH CONGRESS, 1ST SESSION, IS ALSO AVAILABLE FROM THE U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402. 14 PAGES. (AJ)

ED016931 AC002027
FARM, MILL, AND CLASSROOM, A HISTORY OF TAX SUPPORTED ADULT EDUCATION IN SOUTH CAROLINA TO 1960. 67,
DOCUMENT NOT AVAILABLE FROM EDRS.

THE AGRARIAN TRADITION, THE BRITISH LEGACY OF ARISTOCRATIC IDEAS, AND THE ENTRENCHMENT OF CONSERVATIVE ATTITUDES FOLLOWING THE CIVIL WAR WERE ALL INHIBITING FACTORS TO EDUCATIONAL PROGRESS IN SOUTH CAROLINA UNTIL, EARLY IN THE TWENTIETH CENTURY, THEY PRECIPITATED THE NEED FOR PUBLICLY SUPPORTED LITERACY TRAINING AND OTHER REMEDIAL PROGRAMS. RECENTLY, AS SOUTH CAROLINA MOVED FROM AN AGRARIAN ECONOMY TO A MORE COMPLEX INDUSTRIAL ECONOMY, SOCIAL, ECONOMIC, POLITICAL, AND GENERAL CULTURAL CHANGES HAVE RESULTED IN PUBLICLY SUPPORTED ADULT EDUCATION IN THE STATE--PUBLIC SCHOOL ADULT EDUCATION (PUBLIC NIGHT SCHOOLS), OPPORTUNITY SCHOOLS (RESIDENTIAL INSTITUTIONS BASED ON THE FOLK SCHOOL), AND UNIVERSITY EXTENSION. FEDERAL AID HAS STIMULATED STATE AND LOCAL SUPPORT FOR ADULT EDUCATION, BUT ITS EMPHASIS ON VOCATIONAL PROGRAMS, BY CREATING A DICHOTOMY BETWEEN GENERAL AND VOCATIONAL EDUCATION, HAS ALSO HAD A NEGATIVE INFLUENCE. FORCES HINDERING THE GROWTH OF ADULT EDUCATION IN SOUTH CAROLINA ARE THE LOW ECONOMIC STATUS OF THE STATE, THE LACK OF COMPULSORY SCHOOL LAWS, THE MARGINAL STATUS OF ADULT EDUCATION, AND THE TEMPORARY, EMERGENCY NATURE OF FEDERALLY SUPPORTED PROGRAMS. (THIS HEAVILY DOCUMENTED HISTORY INCLUDES TABLES, AN INDEX, AND AN EXTENSIVE BIBLIOGRAPHY.) THIS DOCUMENT IS AVAILABLE FOR $6.95, FROM THE COLLEGE OF GENERAL STUDIES, UNIVERSITY OF SOUTH CAROLINA, COLUMBIA. 217 PAGES. (AJ)

ED016979 AL001158
DERIVATION OF PHONEME INVENTORIES BY NATIVE SPEAKER RESPONSES TO SYNTHETIC STIMULI. FINAL REPORT. 1FEB68, 22P.

BECAUSE THE INTERFERENCE FROM HIS NATIVE LANGUAGE CAUSES A LINGUIST TO HEAR AND IDENTIFY THE SOUNDS OF A FOREIGN LANGUAGE IN TERMS OF HIS OWN, THE AUTHOR HAS PROPOSED A PROCEDURE DESIGNED TO (1) MAKE THE TASK OF PHONEMICIZING A LANGUAGE SHORT AND OBJECTIVE, (2) EQUATE THE PHONEMES OF A LANGUAGE WITH THE PERCEPTION OF THE USERS OF THAT LANGUAGE, AND (3) MAKE THE TASK OF TYPOLOGIZING LANGUAGES ON THE BASIS OF PHONEME PATTERNS OBJECTIVE. THIS PROCEDURE IS AS FOLLOWS--(1) TAPE RECORDINGS OF SYNTHETIC SPEECH SOUNDS ARE MADE. THESE TAPES CONTAIN A SUFFICIENT NUMBER AND RANGE OF STIMULI TO EXHAUST THE POSSIBLE PHONETIC BASES FOR THE PHONEMIC SYSTEMS OF THE LANGUAGES OF THE WORLD. (2) THESE TAPES ARE PRESENTED TO NATIVE SPEAKERS OF LANGUAGES UNDER INVESTIGATION. THE INFORMANT RESPONDS TO EACH STIMULUS BY SAYING WHETHER OR NOT IT SOUNDS LIKE ONE OF THE SPEECH SOUNDS OF HIS LANGUAGE, AND IF IT DOES, WHICH SOUND. (3) HIS RESPONSES ARE PLOTTED AGAINST ACOUSTIC MAPPINGS OF THE STIMULI TO DETERMINE THE NUMBER AND TYPES OF PHONEMES IN THE INFORMANT'S LANGUAGE. RESULTS SHOW THAT WHILE SOME OF THE TAPED SOUNDS HAVE TESTED SUCCESSFULLY (E.G. WEAK FRICATIVE STIMULI), OTHERS HAVE PROVED INADEQUATE (E.G., VOICELESS STOP STIMULI) AND REQUIRE FURTHER RESEARCH. (AMM)

ED017039 EA000918
SCHOOL DISTRICT ORGANIZATION FOR THE 1970'S. 15P.

FROM 1932 TO 1965, THE NUMBER OF SCHOOL DISTRICTS IN THE UNITED STATES DECREASED FROM 127,649 TO 26,802. IN NEW ENGLAND, HOWEVER, THERE WAS A DECREASE OF LESS THAN 100 DISTRICTS. NEW ENGLAND IS IN THE PROCESS OF CONVERTING FROM AN AGRICULTURAL ECONOMY TO AN ELECTRICAL AND TECHNICAL ECONOMY. SCHOOL REDISTRICTING MUST OCCUR ALONG WITH THIS CONVERSION. THERE ARE THREE MAJOR FORCES WHICH WILL PRECIPITATE A REVISION OF SCHOOL DISTRICTING PATTERNS--(1) THE IMPATIENT LAYMAN WHO REFUSES TO FINANCE SMALL SECONDARY AND GRADE SCHOOLS, (2) FEDERAL PROGRAMS WHICH OFFER VARIOUS INCENTIVE PACKAGES, AND (3) TEACHERS AND SCHOOL ADMINISTRATORS WHO DESIRE MORE MANAGEABLE JOBS AND MORE HUMANE WORKING CONDITIONS. REDISTRICTING INTO SCHOOL DISTRICTS SERVING 50,000 STUDENTS WOULD RESULT IN A DECREASE IN THE NUMBER OF SCHOOL DISTRICTS IN NEW ENGLAND FROM 1,609 TO 48. SOURCES OF SUPPORT FOR REORGANIZATION WILL COME FROM (1) CULTURAL CHANGES, (2) ADVANCES IN TECHNOLOGY AND THE LEVEL OF CIVILIZATION REQUIRING AN UPDATING OF OUR EDUCATIONAL SYSTEM, AND (3) THE RECOGNITION THAT THE VERY EXISTENCE OF THESE STATES IS IN JEOPARDY. (HW)

ED017040 EA000945
KNOWLEDGE PRODUCTION AND UTILIZATION IN CONTEMPORARY ORGANIZATIONS. OCT67, 34P.

THE UTILIZATION OF KNOWLEDGE IS ONE OF THE IMPORTANT INGREDIENTS IN COPING WITH CONTEMPORARY PROBLEMS. THIS PAPER DISCUSSES THE QUESTION OF PRIORITIES IN RESEARCH AND DEVELOPMENT AND ITS PLACE IN THE NATIONAL SCENE, DESCRIBES THREE STUDIES DEALING WITH THE PROBLEM OF COORDINATING RESEARCH, DEVELOPMENT, AND USE (PROJECT HINDSIGHT, THE TACOMA GOODWILL INDUSTRIES PROJECT, AND A TRAVELING SEMINAR AND CONFERENCE FOR THE IMPLEMENTATION OF EDUCATION INNOVATION), AND CONSIDERS VARIOUS ASPECTS OF INFORMATION TRANSFER AS A NATIONAL PROBLEM. DIRECTIONS FOR INITIATING A PROPER ROLE OF KNOWLEDGE DEVELOPMENT IN OUR CULTURE INCLUDE--(1) THE SOLUTION MUST BE SOUGHT WITHIN THE CONTEXT OF THE PROBLEM, (2) THE SOLUTION TO CONTEMPORARY SOCIAL PROBLEMS WILL BE COMPLEX AND MANY-FACETED, (3) CERTAIN CRITICAL CONDITIONS ARE ESSENTIAL FOR THE SUCCESSFUL ATTACK ON MAJOR PROBLEMS, (4) THE CONCEPT OF ASSESSMENT IS FUNDAMENTAL TO SOLVING SIGNIFICANT PROBLEMS, (5) A NEW PROFESSION OF SOCIAL ENGINEERING OR EDUCATIONAL ENGINEERING NEEDS TO BE DEVELOPED, (6) SIMPLE SOLUTIONS AND INSTANT EXPERTS ARE COUNTERPRODUCTIVE, AND (7) A SPECIAL PROBLEM EXISTS BECAUSE OF THE NATURE OF THE GATEKEEPER IN CONTEMPORARY PROBLEM AREAS. THIS DOCUMENT IS A DRAFT OF A PAPER PRESENTED AT THE UCEA CAREER DEVELOPMENT SEMINAR, CO-SPONSORED BY THE UNIVERSITY COUNCIL FOR EDUCATIONAL ADMINISTRATION AND THE UNIVERSITY OF OREGON (17TH, PORTLAND, OREGON, OCTOBER 22-25, 1967). (HW)

ED017046 EA001037
TEACHERS, SCHOOL BOARDS, AND COLLECTIVE BARGAINING--A CHANGING OF THE GUARD. DOHERTY, ROBERT E.; OBERER, WALTER E., MAY67, 146P.

FOUR MAJOR AREAS OF COLLECTIVE BARGAINING FOR TEACHERS, BASED ON A REVIEW OF HISTORICAL RECORDS, A COMPARISON OF EXPERIENCES, A STUDY OF RELEVANT DOCUMENTS, AND INTERVIEWS WITH PERSONNEL DIRECTLY INVOLVED ARE DEFINED AND ANALYZED--(1) FACTORS GIVING RISE TO THE BILATERAL DETERMINATION OF EMPLOYMENT CONDITIONS IN PUBLIC SCHOOLS, (2) THE CHARACTER OF THE TWO TEACHER ORGANIZATIONS BEHIND THE MOVEMENT, (3) LEGAL QUESTIONS RAISED BY COLLECTIVE ACTION AMONG TEACHERS, AND (4) IMPLICATIONS OF TEACHER BARGAINING FOR THE QUALITY OF THE EDUCATIONAL ENTERPRISE. THE INCREASING DEMAND FOR FORMALIZED EMPLOYMENT ARRANGEMENTS WITH LOCAL SCHOOL BOARDS IS DUE TO A PROPORTIONATE INCREASE IN THE NUMBER OF MALE TEACHERS, LOW SALARIES, UNSATISTACTORY WORKING CONDITIONS, THE MOUNTING FRUSTRATION OF PUBLIC SCHOOL TEACHING, AND GROWING COMPETITION BETWEEN THE TWO MAJOR TEACHER ORGANIZATIONS. SPECIAL ATTENTION IS GIVEN TO QUESTIONS CONCERNING DESIRABLE STATE LEGISLATION, INCLUDING VARIOUS ASPECTS OF REPRESENTATION, UNFAIR PRACTICES, STRIKES, SANCTIONS, NEGOTIATION AND IMPASSE PROCEDURES, AND THE ADMINISTRATION OF LEGISLATION WHEN ENACTED. A COMPARISON OF REPRESENTATIVE PROVISIONS IN TWO COMPREHENSIVE TEACHER-SCHOOL BOARD AGREEMENTS NEGOTIATED BY AFT AND NEA AFFILIATES IS APPENDED. THIS DOCUMENT IS ALSO AVAILABLE FROM DISTRIBUTION CENTER, NEW YORK STATE SCHOOL OF INDUSTRIAL AND LABOR RELATIONS, CORNELL UNIVERSITY, ITHACA, N.Y. 14850, FOR $2.00. (JK)

ED017054 EA001091
THE STRUCTURE AND PROCESS OF SCHOOL-COMMUNITY RELATIONS. VOLUME I, INFORMAL COMMUNICATION ABOUT SCHOOLS. CARTER, RICHARD F.; AND OTHERS, 30JUN66, 427P.

FROM AN ANALYSIS OF OVER 2,000 RECONSTRUCTED CONVERSATIONS HELD BY 50 ADULTS IN EACH OF FIVE SCHOOL DISTRICTS, QUESTIONNAIRE RESPONSE DATA WERE OBTAINED TO MEASURE FLOWS OF INFORMATION AND INFLUENCE FROM THE SCHOOL TO THE COMMUNITY FOR OBTAINING PUBLIC SUPPORT. THE STUDY ATTEMPTED TO DESCRIBE (1) PERSONS WHO TALK ABOUT SCHOOLS, (2) THE KINDS OF PERSONS WHO ENGAGE IN DIFFERENT AMOUNTS AND KINDS OF CONVERSATION, (3) RELATIONSHIPS BETWEEN FLOWS OF INFORMATION AND INFLUENCE, (4) THE DIFFERENT WAYS PEOPLE CARRY ON CONVERSATIONS, AND (5) NETWORKS OF INFORMAL COMMUNICATION THAT EXIST IN SCHOOL DISTRICTS. EACH RESPONDENT WAS SCORED FOR CONVERSATION SCOPE, INITIATIVE, DIRECTION, INFLUENCE, CONDUCT, AND CONTENT. TWO RESPONDENT INTEREST ORIENTATIONS, AS PARENT AND AS CITIZEN, ACCOUNTED FOR MUCH OF THE DIFFERENCE BETWEEN COMMUNICATORS AND NONCOMMUNICATORS. CORRELATED WITH THESE ORIENTATIONS WERE DEMOGRAPHIC, PARTICIPATORY, AND ATTITUDINAL CHARACTERISTICS FOR EACH RESPONDENT. TWO-THIRDS OF THE INFORMAL COMMUNICATORS WERE FOUND TO BE SCHOOL PARENTS, ONE-SIXTH SCHOOL PEOPLE, AND ONE-SIXTH OTHERS (PRESCHOOL PARENTS, PRIVATE SCHOOL PARENTS, POST-SCHOOL PARENTS, AND NONPARENTS). BOTH INFORMATION AND INFLUENCE FLOWS APPEARED TO BE THE SUM OF NUMEROUS INFORMAL SOCIAL ENCOUNTERS, WITH NO COHERENT STRUCTURE OF COMMUNICATION CHANNELS. RELEVANCE WAS DETERMINED AS THE ONE COMMUNICATION PRINCIPLE INHERENT IN SUCCESSFUL INFLUENCE. THIS IS PART I OF A SERIES. RELATED DOCUMENTS INCLUDE EA 001 092, EA 001 093, EA 001 094, AND EA 001 095. (JK)

ED017055 EA001092
THE STRUCTURE AND PROCESS OF SCHOOL-COMMUNITY RELATIONS. VOLUME II, BETWEEN CITIZENS AND SCHOOLS. CARTER, RICHARD F.; CHAFFEE, STEVEN H., 30JUN66, 238P.

FROM A 1964 NATIONAL QUOTA-PROBABILITY SAMPLE OF INTERVIEWS WITH 1,500 CITIZENS 21 YEARS OF AGE OR OLDER, MAJOR VARIABLES WERE DEFINED RELATING TO COMMUNICATION BETWEEN PUBLIC SCHOOLS AND THEIR COMMUNITIES. PRIMARY CONTENT OF THE COMMUNICATION PROCESS STUDIED WAS FINANCIAL SUPPORT FOR SCHOOLS. FOR PURPOSES OF CORRELATIONAL ANALYSIS, RESPONDENTS WERE RELATED POSITIONALLY TO THREE ROLE SETS WITHIN A CONTEXT OF CONSUMER ROLES--(1) PARENTAL STATUS (PRESCHOOL PARENTS, PUBLIC SCHOOL PARENTS, PRIVATE SCHOOL PARENTS, POST-SCHOOL PARENTS, AND NONPARENTS), (2) UTILITY (OPINION OF EDUCATIONAL VALUE RECEIVED IN RETURN FOR TAXES PAID), AND (3) ADULT'S OWN EDUCATIONAL EXPERIENCE. SIX OUT OF SEVEN CITIZENS INTERVIEWED THOUGHT CHILDREN WERE NOT GETTING ALL THEY SHOULD OUT OF EDUCATION, EITHER FOR EVENTUAL ECONOMIC BENEFITS OR FOR SOCIAL AND INTELLECTUAL COMPETENCIES. COMMUNICATION BY MEDIATING AGENCIES WAS FOUND TO BE RELATIVELY INEFFECTIVE. NEWSPAPERS WERE MOST SUCCESSFUL, FOLLOWED BY TELEVISION, RADIO, SCHOOL BOARD, PARENT ORGANIZATION, AND CITIZENS' COMMITTEE. WHILE PUBLIC SCHOOL PARENTS PARTICIPATED IN SCHOOL AFFAIRS MORE THAN OTHER PARENTAL STATUS GROUPS, OVERALL CITIZEN PARTICIPATION WAS LOW, THREE OUT OF FOUR RESPONDENTS SAYING NOTHING COULD INCREASE THEIR INTEREST IN SCHOOL MATTERS. ELEVEN SUGGESTIONS ARE MADE FOR INCREASING COMMUNICATION EFFECTIVENESS IN SECURING PUBLIC SUPPORT FOR PUBLIC EDUCATION, WITH SPECIAL EMPHASIS ON FORMALITY, CONTENT, AND TIMING. THIS IS PART II OF A SERIES. RELATED DOCUMENTS INCLUDE EA 001 091, EA 001 093, EA 001 094, AND EA 001 095. (JK)

ED017057 EA001094
THE STRUCTURE AND PROCESS OF SCHOOL-COMMUNITY RELATIONS. VOLUME IV, THE PROCESS OF SCHOOL-COMMUNITY RELATIONS. CARTER, RICHARD F.; RUGGELS, W. LEE, 30JUN66, 239P.

BASED ON A NATIONAL RANDOM PROBABILITY SAMPLE OF 180 SCHOOL DISTRICTS WITH 150 OR MORE PUPILS, DRAWN BY THE BUREAU OF THE CENSUS, FOUR CRITERION VARIABLES WERE DEFINED AS INDICES OF SCHOOL-COMMUNITY RELATIONS--(1) UNDERSTANDING, THE DEGREE TO WHICH INFORMED OBSERVERS SIMILARLY PERCEIVE SCHOOL-COMMUNITY RELATIONSHIPS, (2) QUIESCENCE, THE DEGREE TO WHICH CONTROVERSY AND CONFLICT ARE LACKING IN A SCHOOL DISTRICT, (3) ACQUIESCENCE, THE DEGREE TO WHICH VOTERS VIEW SCHOOL FINANCIAL ISSUES FAVORABLY, AND (4) PARTICIPATION, THE DEGREE TO WHICH VOTERS EXERCISE THEIR RIGHT OF REVIEW BY VOTING. FROM AN ANALYSIS OF SCHOOL RECORDS, CENSUS DATA, AND QUESTIONNAIRE RESPONSES FROM KEY MEMBERS OF THE SCHOOL STRUCTURE AND THE COMMUNITY, 256 SECONDARY VARIABLES WERE IDENTIFIED. DEVELOPING THE STRUCTURAL OUT-

LINES OF THESE FOUR MAJOR AND 256 MINOR VARIABLES (VOLUME 3), THIS SUBSEQUENT ANALYSIS FOCUSED ON THE NATURE OF THE INTERACTION PROCESS BETWEEN SCHOOLS AND THEIR COMMUNITIES. EMPLOYING STANDARD STATISTICAL MEASUREMENT TECHNIQUES, INCLUDING FACTOR ANALYSIS, CORRELATIONS AMONG THE FOUR CRITERION VARIABLES WERE DETERMINED, AS WELL AS CORRELATIONS OF THE MINOR VARIABLES WITH EACH OF THE CRITERION VARIABLES. A SET OF THE 10 MOST FUNCTIONALLY RELATED MINOR VARIABLES WAS IDENTIFIED FOR EACH OF THE FOUR CRITERION VARIABLES. FROM THE STUDY'S FINDINGS, SUGGESTIONS WERE FORMULATED FOR EFFECTIVELY UTILIZING DETERMINED PATTERNS OF SUPPORT AND NONSUPPORT. THIS IS PART IV OF A SERIES. RELATED DOCUMENTS INCLUDE EA 001 091, EA 001 092, EA 001 093, AND EA 001 095. (JK)

ED017058 EA001095
THE STRUCTURE AND PROCESS OF SCHOOL-COMMUNITY RELATIONS. VOLUME V, A SUMMARY. CARTER, RICHARD F.; ODELL, WILLIAM R., 30JUN66, 115P.

FOUR TECHNICAL STUDIES OF A NINE-YEAR RESEARCH PROJECT ARE CONDENSED TO OUTLINE PRIMARY FACTORS IN THE FIELD OF SCHOOL-COMMUNITY RELATIONS, WITH SPECIAL EMPHASIS ON COMMUNICATIONS AND THE ENLISTMENT OF PUBLIC SUPPORT FOR SCHOOLS. EACH SUMMARY REPORT INCLUDES--(1) A SHORT INTRODUCTION DESCRIBING THE PURPOSE OF THE PARTICULAR STUDY, THE THEORETICAL FRAMEWORK WITHIN WHICH THE STUDY WAS FORMULATED, AND THE METHODS USED TO COLLECT THE DATA, (2) A BRIEF ACCOUNT OF THE MOST IMPORTANT FINDINGS FROM THE STUDY, AND (3) IMPLICATIONS OF THE STUDY FOR THE CONDUCT AND FURTHER STUDY OF SCHOOL-COMMUNITY RELATIONS. THE STUDIES FOCUS ON (1) INFORMAL COMMUNICATION ABOUT SCHOOLS, (2) THE AGENTS AND AGENCIES THAT MEDIATE THE FLOW OF INFORMATION BETWEEN CITIZENS AND SCHOOLS, (3) THE STRUCTURAL ASPECTS OF SCHOOL-COMMUNITY RELATIONS, AND (4) THE PROCESS OF SCHOOL-COMMUNITY RELATIONS. THIS IS PART V OF A SERIES. RELATED DOCUMENTS INCLUDE EA 001 091, EA 001 092, EA 001 093, AND EA 001 094. (JK)

ED017060 EA001121
SELECTED BIBLIOGRAPHY OF JOURNAL ARTICLES ON EDUCATIONAL DATA PROCESSING. AUG67, 10P.

THIS DOCUMENT ALPHABETICALLY LISTS 145 JOURNAL ARTICLES ON EDUCATIONAL DATA PROCESSING PUBLISHED BETWEEN 1960 AND 1967. (HM)

ED017069 EA001163
THE PRINCIPAL'S ROLE IN COLLECTIVE NEGOTIATIONS. LONG, RICHARD P.; RHODES, ERIC F., 67,
DOCUMENT NOT AVAILABLE FROM EDRS.

PROBLEMS OF THE SCHOOL PRINCIPAL'S ROLE AS THE MIDDLEMAN IN COLLECTIVE NEGOTIATIONS BETWEEN SCHOOL BOARDS AND TEACHER ORGANIZATIONS ARE IDENTIFIED WITHIN THE NEW RELATIONSHIP OF TEACHERS AND ADMINISTRATORS IN PUBLIC SCHOOL SYSTEMS. THE PRINCIPAL IS VIEWED AS THE ADMINISTRATIVE AUTHORITY AND RESPONSIBLE DECISIONMAKER ON QUESTIONS OF ADMINISTRATION IN EACH SCHOOL. TOPICS CONSIDERED INCLUDE A BRIEF HISTORICAL REVIEW OF COLLECTIVE NEGOTIATIONS IN EDUCATION SINCE 1959, PRINCIPALS AS MANAGEMENT PERSONNEL, AGREEMENT IMPLEMENTATION, GRIEVANCE PROCEDURES, PROTECTION OF THE PRINCIPAL'S STATUS, PROBLEMS OF OPERATION UNDER BARGAINING AGREEMENTS, TACTICS OF TEACHER UNIONS AND ASSOCIATIONS, SANCTIONS, INSUBORDINATION, AND THE EFFECT OF EXCLUSIVE REPRESENTATION AND COLLECTIVE NEGOTIATIONS IN SCHOOL SYSTEMS ON PARENTS AND PARENT ORGANIZATIONS. A SAMPLE AGREEMENT SHOWING ITEMS DIRECTLY AFFECTING SCHOOL PRINCIPALS IS APPENDED. THIS DOCUMENT IS AVAILABLE FROM EDUCATIONAL SERVICE BUREAU, INC., 1041 N. FILLMORE STREET, ARLINGTON, VIRGINIA 22201, FOR $7.95. (JK)

ED017070 EA001164
A MANUAL ON CERTIFICATION REQUIREMENTS FOR SCHOOL PERSONNEL IN THE UNITED STATES, 1967 EDITION. 67, 265P.
HC NOT AVAILABLE FROM EDRS.

INCLUDING COMPARATIVE INFORMATION FOR ALL 50 STATES, THE DISTRICT OF COLUMBIA, AND PUERTO RICO, THE EIGHTH EDITION OF A MANUAL FIRST PUBLISHED IN 1951 LISTS CERTIFICATION REQUIREMENTS FOR TEACHERS, SUPERVISORS, ADMINISTRATORS, AND SPECIAL SCHOOL SERVICE PERSONNEL. RECENT TRENDS ARE REVIEWED CONCERNING THE DEVELOPMENT OF SUBSTANTIAL NATIONWIDE AGREEMENT AMONG THE STATES, INCLUDING A BASIC RATIONALE FOR THE FREE MOVEMENT OF QUALIFIED TEACHERS ACROSS STATE LINES AND A REASONABLY UNIFORM APPROACH TO STATE ACCREDITATION OF TEACHER EDUCATION PROGRAMS. TWENTY TABLES SUMMARIZE PREPARATION-CERTIFICATION STANDARDS FOR THE VARIOUS STATES, FOLLOWED BY A DESCRIPTIVE LISTING FOR EACH STATE OF SPECIFIC REQUIREMENTS FOR CERTIFICATION OF ADMINISTRATORS, ELEMENTARY AND SECONDARY TEACHERS, AND SPECIAL SCHOOL SERVICE PERSONNEL. SUGGESTED STEPS ARE OUTLINED FOR SECURING A TEACHING POSITION IN THE UNITED STATES AND ABROAD. INSTITUTIONS AND PROGRAMS APPROVED FOR TEACHER EDUCATION ARE TABULATED STATE BY STATE. APPENDICES INCLUDE--(1) A LIST OF SEPARATE-NAME CERTIFICATES ISSUED BY THE STATES, (2) STATE ADVISORY COUNCILS ON TEACHER EDUCATION, AND (3) A BIBLIOGRAPHY OF 142 ITEMS, DATING FROM 1941 TO 1967. THIS DOCUMENT IS AVAILABLE AS ORDER STOCK NO. 381-11810 FROM THE PUBLICATIONS-SALES SECTION, NATIONAL EDUCATION ASSOCIATION, 1201 SIXTEENTH STREET, N.W., WASHINGTON, D.C. 20036, FOR $5.00. (JK)

ED017077 EA001308
INVESTIGATION OF FISCALLY INDEPENDENT AND DEPENDENT CITY SCHOOL DISTRICTS. GITTELL, MARILYN; AND OTHERS, 67, 455P.

A TWO-PART COMPARATIVE ANALYSIS IS MADE OF LARGE AND SMALL CITY SCHOOL SYSTEMS. PART I ANALYZES A WIDE RANGE OF FISCAL AND NON-FISCAL VARIABLES ASSOCIATED WITH FISCAL STATUS OF CITY SCHOOL SYSTEMS. IT COVERS THE 2,788 CITY SCHOOL DISTRICTS IN THE UNITED STATES WITH ENROLLMENTS OVER 3,000. COMPLEX INTERRELATIONSHIPS SURROUNDING FISCAL STATUS IN COMMUNITY AND GOVERNMENTAL RELATIONSHIPS ARE IDENTIFIED. THE STUDY ALSO IDENTIFIES APPROPRIATE COMBINATIONS OF POLITICAL AND FISCAL CONTROLS FOR DISTRICTS OF VARYING SIZE. THE COMBINATION OF FISCAL INDEPENDENCE, PUBLIC VOTE, AND SCHOOL BOARD ELECTIONS IS FOUND TO BE FAVORABLE FOR ADEQUATE FINANCING. PART II PROBES INTENSIVELY INTO THE FISCAL AND ADMINISTRATIVE OPERATIONS OF SIX LARGE CITY SCHOOL SYSTEMS (BALTIMORE, CHICAGO, DETROIT, NEW YORK, PHILADELPHIA, AND ST. LOUIS) TO IDENTIFY THE CONDITIONING ROLE OF FISCAL STATUS AND TO DEVELOP A DESIGN FOR FURTHER RESEARCH. IT ALSO MEASURES THE OUTPUTS OF INNOVATION AND FLEXIBILITY AS REFLECTIVE OF THE ABILITY OF A SCHOOL SYSTEM TO RESPOND TO CHANGING NEEDS. SERIOUS DOUBTS OF THE SIGNIFICANCE OF FISCAL STATUS AS A DETERMINATIVE FACTOR FOR LARGE SYSTEMS ARISE FROM THIS STUDY, AND SUGGESTIONS ARE MADE FOR AN APPROACH TO FURTHER RESEARCH USING INNOVATION AS AN OUTPUT IN A MODEL WITH ADMINISTRATIVE CHANGE, COMMUNITY PARTICIPATION, AND FISCAL RESOURCES AS INPUTS. (HW)

ED017086 EC000246
RULES AND REGULATIONS TO GOVERN THE ADMINISTRATION AND OPERATION OF SPECIAL EDUCATION. JUL64, 81P.

RULES AND REGULATIONS FOR SPECIAL EDUCATION PROGRAMS IN ILLINOIS ARE REVIEWED. AREAS OF SPECIAL EDUCATION TREATED SEPARATELY INCLUDE PHYSICALLY HANDICAPPED CHILDREN IN SPECIAL CLASSROOMS, PHYSICALLY HANDICAPPED CHILDREN IN HOME AND HOSPITAL, DEAF AND HARD OF HEARING, BLIND, PARTIALLY SEEING, MALADJUSTED CHILDREN, EDUCABLE MENTALLY HANDICAPPED, TRAINABLE MENTALLY HANDICAPPED, SPEECH CORRECTION, AND MULTIPLY HANDICAPPED. GIVEN FOR EACH HANDICAP ARE A DEFINITION, ESTABLISHMENT OF EDUCATIONAL FACILITIES, TYPES OF SERVICES, ADMISSION TO PROGRAMS, ELIGIBILITY OF PUPILS, ENROLLMENT, SUPERVISION, CASE RECORDS, CURRICULUM, PHYSICAL PLANT, EQUIPMENT AND INSTRUCTIONAL MATERIALS, AND QUALIFICATIONS OF PERSONNEL. RULES AND REGULATIONS ARE ALSO PROVIDED FOR PSYCHOLOGICAL SERVICES, TRANSPORTATION OF EXCEPTIONAL CHILDREN, ADMINISTRATORS AND SUPERVISORS, NECESSARY NONCERTIFIED EMPLOYEES, AND COMPLETION OF THE SUMMARY REPORT AND REIMBURSEMENT CLAIM FOR EXCEPTIONAL CHILDREN. (JA)

ED017092 EC000722
THE NEW AND MORE OPEN OUTLOOK FOR THE MENTALLY RETARDED. 66, 139P.

THE PROCEEDINGS OF THIS 1965 WORKSHOP ON MENTAL RETARDATION ARE PRESENTED AS A COLLECTION OF NINE PAPERS AND SUMMARIES OF THREE SEMINAR DISCUSSIONS. IN THE INTRODUCTION, MAYNARD C. REYNOLDS DISCUSSES "THE NEW AND MORE OPEN OUTLOOK FOR THE MENTALLY RETARDED." OTHER PAPERS ARE (1) "THE IMPACT OF FEDERAL LEGISLATION ON DEVELOPMENT OF COMPREHENSIVE PROGRESS FOR THE MENTALLY RETARDED" BY ELIZABETH M. BOGGS, (2) "FOSTERING INDEPENDENT, CREATIVE THINKING IN EDUCABLE MENTALLY RETARDED CHILDREN" BY HERBERT GOLDSTEIN, (3) "INFLUENCE OF CHANGES IN EDUCATION ON THE MENTALLY RETARDED AND THE RESULTANT SOCIAL EXPECTANCIES" BY KIRK SEATON, (4) "INNOVATIONS IN CURRICULUM DEVELOPMENT FOR THE MENTALLY RETARDED" BY ROZELLE MILLER, (5) "EMOTIONAL DISTURBANCES IN JUVENILES" BY RALPH BRANCALE, (6) "THE ADMINISTRATION OF A SCHOOL PROGRAM FOR THE MENTALLY RETARDED" BY KUHN BARNET, (7) "SHELTERED AND COOPERATIVE PROGRAM FOR THE MENTALLY RETARDED AS A GUIDE TO 'INDEPENDENT LIVING' BY AUTHUR BIERMAN, AND (8) "REHABILITATION PROBLEMS OF THE MENTALLY RETARDED" BY HERBERT RUSALEM. SEMINARS SUMMARIZED ARE ON FEDERAL LEGISLATION AND REALISTIC CURRICULUM PLANNING, NEWER CONCEPTS IN MENTAL RETARDATION, AND REHABILITATION. THE APPENDIX LISTS 54 PARTICIPANTS. THE REFERENCE LISTS CITE 43 ITEMS. THIS DOCUMENT WAS PUBLISHED BY THE CATHOLIC UNIVERSITY OF AMERICAN PRESS, WASHINGTON, D.C. 20017. (DF)

ED017118 EF000113
NCSC GUIDE FOR PLANNING SCHOOL PLANTS. 64,
DOCUMENT NOT AVAILABLE FROM EDRS.

SUPERINTENDENTS, SCHOOL BOARD MEMBERS, SCHOOL PLANT CONSULTANTS IN STATE DEPARTMENTS OF EDUCATION, LOCAL SCHOOL SYSTEMS, AND COLLEGIATE INSTITUTIONS, ARCHITECTS, LAY ADVISORY GROUPS, AND GRADUATE STUDENTS WILL FIND INFORMATION ON SCHOOL PLANT PLANNING IN THIS BASIC REFERENCE. A GUIDE FOR INTERPRETING AND APPLYING CRITERIA, STANDARDS, OR PRINCIPLES OF PLANNING IS INCLUDED. THE FIRST OF THE FIVE MAJOR SECTIONS DEALS SPECIFICALLY WITH THE VARIOUS PHASES OF THE PLANNING STAGE. INCLUDED IN THIS STAGE ARE DETERMINATION OF THE EDUCATIONAL PLAN, PLANT SURVEY, ENROLLMENT PROJECTION, EDUCATIONAL SPECIFICATIONS, AND ARCHITECTURAL PLANNING. THE SECOND SECTION DEALS WITH SCHOOL LOCATION AND THE TYPES OF SPACES TO BE INCLUDED. SPACES CONSIDERED ARE CLASSROOMS, SPECIAL PURPOSE ROOMS, PHYSICAL AND HEALTH EDUCATION ROOMS, LABORATORIES, SHOPS, AND AUXILIARY AREAS. SECTION THREE DEALS WITH NON-INSTRUCTIONAL FACILITIES SUCH AS CORRIDORS, HALLS, LOBBIES, VESTIBULES, RAMPS, STAIRWAYS, TOILETS, STORAGE, PARKING, LOCKERS, CLOSETS, ELEVATORS, LAUNDRY, AND UTILITY SYSTEMS. BOILER ROOMS, SANITARY FACILITIES, WATER SUPPLY, SEWAGE DISPOSAL, ELECTRIC SERVICES, TELEPHONES, SIGNALING SYSTEMS, CLOCK AND ALARM

SYSTEMS, AND VACUUM CLEANING SYSTEMS ARE INCLUDED IN UTILITY SYSTEMS. SECTION FOUR CONSIDERS SPATIAL, AESTHETIC, AND SAFETY FACTORS. PHYSICAL ENVIRONMENT FACTORS ARE CONSIDERED IN TERMS OF SONIC, THERMAL, AND VISUAL PHENOMENA. SECTION FIVE DISCUSSES ALL ASPECTS OF ECONOMY IN BUILDING. RESOURCES FOR PLANT PLANNING ARE ALSO DISCUSSED IN TERMS OF PEOPLE AND ORGANIZATIONS. COPIES MAY BE OBTAINED FROM THE COUNCIL OF EDUCATIONAL FACILITY PLANNERS, 29 WEST WOODRUFF AVENUE, COLUMBUS, OHIO. (RH)

ED017121 EF000442
THE COMPUTER AND THE ARCHITECTURAL PROFESSION. 66, 55P.

THE ROLE OF ADVANCING TECHNOLOGY IN THE FIELD OF ARCHITECTURE IS DISCUSSED IN THIS REPORT. PROBLEMS IN COMMUNICATION AND THE DESIGN PROCESS ARE IDENTIFIED. ADVANTAGES AND DISADVANTAGES OF COMPUTERS ARE MENTIONED IN RELATION TO MAN AND MACHINE INTERACTION. PRESENT AND FUTURE IMPLICATIONS OF COMPUTER USAGE ARE IDENTIFIED AND DISCUSSED WITH RESPECT TO--(1) PROGRAMING, (2) SITE ANALYSIS, (3) BUILDING DESIGN, (4) CIVIL AND STRUCTURAL DESIGN, (5) ENVIRONMENT AND EQUIPMENT, (6) CITY AND REGIONAL PLANNING, AND (7) OFFICE AND JOB MANAGEMENT. DEMANDS ON COMPUTER TECHNOLOGY AND THE ARCHITECTURAL PROFESSION ARE INDICATED. A TECHNICAL SUPPLEMENT ON COMPUTER TECHNOLOGY IS INCLUDED ON--(1) COMPUTER PROGRAMING, (2) HARDWARE, (3) THE COMPUTER, (4) NON-COMPUTER METHODS, AND (5) A GLOSSARY OF TERMS RELATED TO COMPUTER TECHNOLOGY. (MM)

ED017145 EF001289
A NEW TOOL FOR EDUCATIONAL ADMINISTRATORS. EDUCATIONAL EFFICIENCY THROUGH SIMULATION ANALYSIS. JUDY, RICHARD W.; LEVINE, JACK B., 65, 41P.

IN A STUDY AT THE UNIVERSITY OF TORONTO, CANADA, A SIMULATION MODEL WAS DEVELOPED TO AID INSTITUTIONAL PLANNING FOR THE UNDERGRADUATE LEVEL OF HIGHER EDUCATION. BY DEVELOPING A CONCEPTUAL FRAMEWORK FOR THE QUANTIFICATION OF RESOURCE MANAGEMENT, THE AUTHORS EXPLORE THE EDUCATION FUNCTION IN TERMS OF THE FACTORS OF CONTROL AFFECTING DECISION MAKING BY THE ADMINISTRATION. THE SYSTEM SIMULATION MODEL "CAMPUS", IMITATES THE INTERACTION OF IMPORTANT ACTIVITY LEVELS, UNCONTROLLABLE VARIABLES, SYSTEM PARAMETERS AND RESOURCE REQUIREMENTS. THE AREAS ANALYZED BY USING THE MODEL ARE ENROLLMENT FORMULATION, RESOURCE LOADING, SPACE REQUIREMENTS AND BUDGETARY CALCULATION. BENEFITS OF THIS SYSTEM INCLUDE INFORMATION FOR PLANNING, JUSTIFICATION OF BUDGETS AND EVALUATION OF PROPOSED CHANGES IN SYSTEM PARAMETERS. COPIES OF THIS BOOK ARE AVAILABLE FOR $1.00 FROM THE UNIVERSITY OF TORONTO PRESS, UNIVERSITY OF TORONTO, TORONTO 5, CANADA. (JP)

ED017184 EM006109
SURVEY OF AUDIO-VISUAL EDUCATION IN HAWAII--ITS STATUS AND NEEDS. SCHULLER, CHARLES F.; AND OTHERS, 30JUN60, 101P.

THE PURPOSES OF THE SURVEY WERE (1) TO MAKE AN OBJECTIVE ANALYSIS OF THE AUDIOVISUAL INSTRUCTION NEEDS OF THE PUBLIC EDUCATIONAL SYSTEMS OF THE STATE OF HAWAII, AND (2) TO MAKE SPECIFIC RECOMMENDATIONS AND SUGGESTIONS FOR SHORT AND LONG RANGE IMPROVEMENTS WHERE NEEDED. TOP PRIORITY RECOMMENDATIONS ARE RECORDED, INCLUDING SUGGESTED ALLOCATIONS OF FUNDS. (MS)

ED017186 EM006114
MEDIA IN SCHOOLS. A HANDBOOK FOR TEACHERS AND ADMINISTRATORS. (SPECIAL ISSUE OF EDUCATIONAL RESOURCES AND TECHNIQUES, THE OFFICIAL TEXAVED JOURNAL) NOV67,
DOCUMENT NOT AVAILABLE FROM EDRS.
THE PURPOSE OF THIS HANDBOOK IS TO ASSIST INSTRUCTIONAL MEDIA PERSONNEL IN DEVELOPING BETTER MEDIA PROGRAMS FOR TEXAS SCHOOLS. IT CONTAINS DETAILED GUIDELINES ON PERSONNEL, IN-SERVICE EDUCATION, MATERIALS, EQUIPMENT, FACILITIES, BUDGET, AND PUBLIC RELATIONS. FOR INFORMATION CONCERNING SINGLE COPIES OR SUBSCRIPTIONS AT $2.00 PER YEAR WRITE--TEXAS AUDIO VISUAL EDUCATION ASSOCIATION, P.O. DRAWER W, UNIVERSITY STATION, AUSTIN, TEXAS. (MS)

ED017188 EM006116
THE EDUCATIONAL MEDIA AND NATIONAL DEVELOPMENT. OCT63, 8P.

THE AUTHOR DEFINES EDUCATIONAL MEDIA AS INTELLECTUAL MULTIPLIERS, WHOSE MAIN CHALLENGES ARE TO CARRY EDUCATION TO UNDERDEVELOPED, UNDER-STAFFED, OR UNDER-FINANCED AREAS AT THE LOWEST COST, AND TO TRAIN TEACHERS AND TO PROVIDE ADULT EDUCATION. THE ROLE OF UNESCO AND THE U.S. IN DEVELOPING AND SPREADING MEDIA USAGE IS ALSO DISCUSSED. THIS ARTICLE IS PUBLISHED IN "UNESCO IN A DECISIVE DECADE", UNITED STATES NATIONAL COMMISSION FOR UNESCO, WASHINGTON, D.C., 20520. (MW)

ED017199 EM006204
TELEVISION TEACHING TODAY. PRESS, FILM AND RADIO IN THE WORLD TODAY. 60,
DOCUMENT NOT AVAILABLE FROM EDRS.
THE USES OF TELEVISION IN TEACHING ARE REPORTED IN TWO PARTS-- PART ONE DEALS WITH THE USE OF TELEVISION BY EDUCATIONAL INSTITUTIONS IN THE UNITED STATES, AND PART TWO REPORTS THE STATUS OF EDUCATIONAL TELEVISION IN CANADA, FRANCE, ITALY, JAPAN, THE USSR, AND THE UNITED KINGDOM. APPENDED IS A BIBLIOGRAPHY OF 120 ITEMS. THIS BOOK, PRICED AT $4.00, IS PUBLISHED BY UNESCO, PLACE DE FONTENOY, PARIS 7, FRANCE. (MS)

ED017263 JC680040
LEAVE POLICIES AND PRACTICES REPORTED BY CALIFORNIA SCHOOL DISTRICTS 1966-1967. OCT67, 62P.

WHILE CALIFORNIA SCHOOL DISTRICTS MAY GRANT LEAVES FOR PURPOSES SPECIFIED IN THE EDUCATION CODE, THEY ARE ALSO AUTHORIZED TO GRANT LEAVES FOR OTHER REASONS. THE RESEARCH DEPARTMENT OF THE CALIFORNIA TEACHERS ASSOCIATION AND THE CALIFORNIA ASSOCIATION OF SCHOOL ADMINISTRATORS CONDUCTED A SURVEY OF DISTRICT POLICIES AND PRACTICES IN SELECTED PERSONNEL MATTERS. REPORTS OF LEAVE POLICIES AND PARCTICES ARE ARRANGED BY SCHOOL DISTRICT SIZE AND INCLUDE LEAVES FOR (1) PERSONAL MATTERS, (2) EMERGENCIES, (3) MATERNITY, (4) PATERNITY, (5) RELIGIOUS OBSERVANCES, (6) CHILD CARE, (7) COURT APPEARANCE, AND (8) POLITICAL OFFICE. POLICIES OF INDIVIDUAL DISTRICTS ARE IDENTIFIED. (WO)

ED017264 JC680041
SUMMARY OF SABBATICAL LEAVE POLICIES REPORTED BY CALIFORNIA SCHOOL DISTRICTS 1966-1967. OCT67, 55P.

THE CALIFORNIA EDUCATION CODE SPECIFIES THE CONDITIONS UNDER WHICH SCHOOL DISTRICTS MAY GRANT SABBATICAL LEAVES TO THEIR CERTIFICATED PERSONNEL. THE CALIFORNIA ASSOCIATION OF SCHOOL ADMINISTRATORS AND THE RESEARCH DEPARTMENT OF THE CALIFORNIA TEACHERS ASSOCIATION ANALYZED REPORTS OF POLICIES AND PRACTICES IN 746 DISTRICTS REPRESENTING 94.3 PERCENT OF THE STATE'S AVERAGE DAILY ATTENDANCE. INFORMATION TABULATED BY DISTRICT AND IN SUMMARY FORM INCLUDED (1) LIMITATIONS ON THE NUMBER OF LEAVES WHICH MAY BE GRANTED, (2) NUMBER OF LEAVES ACTUALLY GRANTED, (3) REQUIREMENTS FOR POSTING OF BONDS, (4) METHOD OF APPLICATION, (5) INFORMATION REQUIRED IN APPLICATION, (6) PURPOSES FOR WHICH LEAVES MAY BE GRANTED, AND (7) REQUIREMENT OF EVIDENCE THAT THE PURPOSES HAVE BEEN ACCOMPLISHED. (WO)

ED017299 LI000249
LIBRARY MANPOWER, OCCUPATIONAL CHARACTERISTICS OF PUBLIC AND SCHOOL LIBRARIANS. DARLING, RICHARD L.; DRENNAN, HENRY T., 66,
DOCUMENT NOT AVAILABLE FROM EDRS.
THIS STUDY IS PART OF A LARGER SURVEY, THE POSTCENSAL STUDY OF PROFESSIONAL AND TECHNICAL MANPOWER, WHICH WAS BASED ON CONCEPTS DEVELOPED BY THE UNIVERSITY OF CHICAGO'S NATIONAL OPINION RESEARCH CENTER AND DATA COLLECTED AND TABULATED BY THE U.S. BUREAU OF CENSUS. THE INFORMATION PRESENTED IS APPROXIMATE BECAUSE THE SURVEY WAS INTENDED FOR A LARGE NUMBER OF DIVERSE EDUCATIONAL GROUPS AND WAS BASED ON A REPRESENTATIVE BUT LIMITED SAMPLE. IMPORTANT FINDINGS ON THE EDUCATION OF LIBRARIANS WERE THAT THE MEDIAN YEARS OF SCHOOL COMPLETED FOR BOTH PUBLIC AND SCHOOL LIBRARIANS WAS 17 PLUS YEARS, WITH THE MASTER'S DEGREE MOST CHARACTERISTIC FOR MALE PUBLIC LIBRARIANS AND THE BACHELOR'S DEGREE WITH ADVANCED WORK MOST COMMON FOR WOMEN PUBLIC LIBRARIANS AND SCHOOL LIBRARIANS. THE MEDIAN AGE FOR PUBLIC LIBRARIANS WAS 40.5 YEARS FOR MEN AND 49.2 YEARS FOR WOMEN, MAKING 23 PERCENT OF THE FEMALE PUBLIC LIBRARIANS ELIGIBLE FOR RETIREMENT IN THE DECADE OF THE 1960'S. FOR SCHOOL LIBRARIANS THE MEDIAN AGE WAS 39.5 YEARS FOR MEN AND 50.2 YEARS FOR WOMEN. IN 1961, THE MEDIAN EARNINGS OR ESTIMATED INCOME OF SCHOOL LIBRARIANS WAS $5,873 AND $5,625 FOR PUBLIC LIBRARIANS, WHILE MALE PUBLIC LIBRARIANS INCREASED THEIR PRIMARY EARNINGS 23 PERCENT THROUGH SECONDARY EMPLOYMENT. THE QUESTIONNAIRE USED FOR THE POSTCENSUAL STUDY IS APPENDED. THIS DOCUMENT IS AVAILABLE AS FS 5.215--15061 FROM THE SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402, FOR $0.30, 36 PAGES. (JB)

ED017322 PS000355
STUDY OF ACHIEVEMENT--JUNIOR KINDERGARTEN, WHO IS SERVED AND WHO GOES. APR65, 35P.

IN THE TORONTO SCHOOL SYSTEM IN 1961-1962 THERE WERE 8,684 CHILDREN IN SENIOR KINDERGARTEN. NINETY-EIGHT OF THE STUDENTS WERE NOT TORONTO RESIDENTS AND SO WERE NOT INCLUDED IN THE ANALYSIS. THERE WERE 3,839 OF THESE CHILDREN ATTENDING SCHOOLS WHICH PROVIDED JUNIOR KINDERGARTENS, BUT OF THIS NUMBER ONLY SLIGHTLY OVER 1/3 ACTUALLY ATTENDED JUNIOR KINDERGARTEN. TWO QUESTIONS POSED WERE, (1) WHAT SORT OF PARENTS (BY POPULATION CHARACTERISTICS) HAD JUNIOR KINDERGARTEN AVAILABLE FOR THEIR CHILDREN, AND (2) WHAT WERE THE CHARACTERISTICS OF THE PARENTS WHO WERE ACTUALLY SENDING THEIR CHILDREN TO JUNIOR KINDERGARTEN. THE 3 TYPES OF POPULATION CHARACTERISTICS STUDIED WERE CULTURAL, SOCIO-ECONOMIC AND FAMILIAL. IT WAS FOUND THAT MORE JUNIOR KINDERGARTENS WERE AVAILABLE IN AREAS WHERE THE CHILD SPOKE A FOREIGN LANGUAGE EITHER WITH OR WITHOUT ENGLISH. HOWEVER, IN COMPARING WHO ENROLLED AND WHO DID NOT, A CHILD FROM AN ENGLISH SPEAKING HOME WAS TWICE AS LIKELY TO BE ENROLLED. IT WAS FOUND THAT THE CHARACTERISTICS OF THE CHILDREN ACTUALLY ENROLLED IN JUNIOR KINDERGARTEN CLOSELY PARALLELED THOSE TO WHOM IT WAS NOT AVAILABLE. THE AUTHOR CONCLUDED THAT IN SPITE OF THE FACT THAT JUNIOR KINDERGARTENS WERE LOCATED WHERE THEY WERE MOST NEEDED, THE STUDENTS WHO WOULD BENEFIT MOST FROM THE EXPERIENCE WERE NOT BEING SENT. (CO)

ED017327 PS000387
A STUDY OF THE KINDERGARTEN PROGRAM, FULL-DAY OR HALF-DAY. GORTON, HARRY B.; ROBINSON, RICHARD L., 24JAN68, 23P.

THE ROLE OF KINDERGARTEN IN THE FUTURE EDUCATIONAL STRUCTURE IS PRESENTLY UNDERGOING REEVALUATION, ESPECIALLY IN THE PENN-TRAFFORD SCHOOL DISTRICT OF HARRISON CITY, PENNSYLVANIA. THE POSSIBILITY OF EXTENDING KINDERGARTEN FROM A HALF-DAY TO A FULL-DAY PROGRAM IS A PRIME AREA OF DEBATE. IT IS SUGGESTED THAT MODERN SOCIETY WILL SOON, IF NOT IMMEDIATELY, DEMAND A KINDERGARTEN PROGRAM THAT PROVIDES A MORE CREATIVE, MORE SUBSTANTIAL CURRICULUM, WITH IMPROVED FACILITIES AND A TEACHER-ATTITUDE FOCUSING MORE ON INSTRUCTION THAN ON BABY-SITTING. A SAMPLE SCHEDULE FOR A FULL-DAY KINDERGARTEN AND A DELINEATION OF ITS GOALS IS PRESENTED IN THIS DOCUMENT. THESE ITEMS ARE BASED ON A PLAN DEVISED BY THE FORT MYER ELEMENTARY SCHOOL OF ARLINGTON, VIRGINIA. THE ESTIMATED COSTS OF IMPLEMENTING SUCH A PROGRAM IN THE PENN-TRAFFORD SCHOOL DISTRICT ARE DISCUSSED. A STUDY DONE IN HAWAII, WHERE FULL-DAY KINDERGARTENS ARE THE RULE, COMPARES THE VALUE OF HALF-DAY SESSIONS TO FULL-DAY SESSIONS AND IS REPRODUCED IN THIS BROCHURE BECAUSE IT DISCUSSES MANY OF THE PROS AND CONS OF THE 2 TYPES OF KINDERGARTEN SESSIONS OF INTEREST TO THE PENN-TRAFFORD EDUCATORS. (WD)

ED017351 RC002209
THE TEXAS PROJECT FOR EDUCATION OF MIGRANT CHILDREN. SEP67, 23P.

THE TEXAS STATE BOARD OF EDUCATION REQUESTED A SURVEY IN 1962 TO DETERMINE THE NUMBER OF MIGRATORY CHILDREN AND THEIR MIGRATION PATTERNS, RESULTING IN A 1963 COMMISSION WHICH STUDIED MORE EFFECTIVE WAYS OF EDUCATING MIGRANTS. AMONG THE ADOPTED RECOMMENDATIONS WERE A SIX-MONTH SCHOOL YEAR, LONGER DAILY SCHEDULES, AND FEWER HOLIDAYS. THIS PROGRAM, PROVIDING THE SAME NUMBER OF INSTRUCTIONAL HOURS AS THE NINE-MONTH SCHOOL YEAR, WAS ADOPTED IN 5 SCHOOLS IN 1963. SUFFICIENT FINANCIAL AID WAS PROVIDED TO RETAIN THE DESIRED TEACHER-PUPIL RATIO DURING PERIODS OF PEAK ENROLLMENT. EVALUATION AT THE END OF THE FIRST YEAR REVEALED GAINS IN ACADEMIC GROWTH AND SOCIAL ADJUSTMENT COMPARABLE TO THOSE MADE BY FULL-TIME STUDENTS IN NINE-MONTH PROGRAMS. IN 1964-65, 5 SCHOOLS WERE ADDED AND 20 MORE IN 1965-66. THE 1967-68 PROJECT IS TO INCLUDE 41 SCHOOLS IN THE RIO GRANDE VALLEY, ENROLLING 21,000 STUDENTS. ESEA, OEO, AND TEXAS STATE FUNDS WERE UTILIZED TO PROVIDE, IN ADDITION TO THE SCHOOLING, FREE LUNCHES, MILK, SNACKS, MEDICAL EXAMINATIONS, MEDICAL AND DENTAL FOLLOW-UP, ADEQUATE CLOTHING, AND A MENTAL HEALTH PROGRAM. THIS PUBLICATION, A SUPPLEMENT TO OTHER AGENCY BULLETINS, BRIEFLY DESCRIBES THE PROJECT, ITS OBJECTIVES AND INSTRUCTIONAL PROGRAM, THE MIGRANT CHILD, AND THE UTILIZATION OF SPECIAL SERVICE PERSONNEL. (SF)

ED017352 RC002244
SCHOOL DISTRICT UNIFICATION IN KANSAS. JUN67,
DOCUMENT NOT AVAILABLE FROM EDRS.

THROUGH LEGISLATIVE ACTION, THE STATE OF KANSAS REDUCED ITS SCHOOL DISTRICTS FROM 1500 TO 349 IN A SINGLE YEAR. INITIALLY IN 1896 THERE WERE 9,284 SCHOOL DISTRICTS, MOST OF THEM ONE TEACHER ELEMENTARY SCHOOLS. THEY BECAME COMMUNITY CENTERS AND ALTHOUGH OUTMODED IN PRACTICALITY FOR EFFECTIVE AND ECONOMICAL EDUCATIONAL PRACTICES, THERE REMAINED 8,142 IN 1942. THE ADVENT OF HIGH SCHOOL EDUCATION SUPERIMPOSED ADDITIONAL SCHOOL DISTRICTS FOR THE SECONDARY LEVEL. BY 1958 THERE WERE 2794 ELEMENTARY SCHOOL DISTRICTS AND 330 DISTRICTS PROVIDING ONLY HIGH SCHOOL EDUCATION. THESE DISTRICTS WERE ADMINISTERED UNDER MANY DIFFERENT LAWS WITH NO CENTRAL AUTHORITY VESTED IN THE STATE DEPARTMENT OF PUBLIC INSTRUCTION OR THE STATE BOARD OF EDUCATION. INITIAL EFFORTS TO REORGANIZE IN 1945 WERE NULLIFIED BY STATE SUPREME COURT ACTION. FINALLY SUCCESSFUL LEGISLATIVE ACTION WAS APPROVED UNDER THE UNIFICATION LAW OF 1963. A PLANNING UNIT WAS DESIGNATED AT THE COUNTY LEVEL UNDER DIRECT SUPERVISION OF THE STATE SUPERINTENDENT. ITS RECOMMENDATIONS WERE VOTED ON AT SPECIAL ELECTIONS AND THOSE NOT APPROVED WERE REVISED AND RESUBMITTED FOR THE REGULAR ELECTION. THE POSITIVE RESULTS OF THIS ACTION ARE FURNISHED BY A GRAPHIC TABLE PRESENTATION IN THE REPORT. THIS DOCUMENT APPEARED IN THE "JOURNAL ON STATE SCHOOL SYSTEMS DEVELOPMENT," VOL. 1, NO. 2, SUMMER 1967. (WN)

ED017354 RC002261
THE RELATIONSHIP OF CURRICULUM TO SCHOOL DISTRICT ORGANIZATION. 19JAN68, 33P.

THE CURRICULUM IS DEFINED BROADLY AS ALL THOSE EXPERIENCES WHICH STUDENTS ENCOUNTER THAT ARE UNDER THE AUSPICES OF THE SCHOOL DISTRICT. SCHOOL DISTRICTS SHOULD BE ORGANIZED INTO LARGE ENOUGH UNITS SO THAT IT IS POSSIBLE TO PROVIDE THE NECESSARY EXPERIENCES TO MEET THE NEEDS OF ALL STUDENTS. A GOOD CURRICULUM IS NEVER STATIC BUT IS ALWAYS IN A STATE OF CHANGE. THUS IT IS THE TASK OF THE CURRICULUM DIRECTOR TO CONTROL THIS CHANGE, ALWAYS BEING COGNIZANT OF OUR RAPIDLY CHANGING SOCIETY WITH ALL ITS SOCIETAL PRESSURES AND RESTRICTIONS. THE CURRICULUM DEVELOPMENT PROCESS MUST INCLUDE RECOGNITION OF THE IMPORTANCE OF OTHER RELATED GROUPS, AGENCIES, AND INDIVIDUALS TO EFFECTIVELY DEVELOP THE BEST CURRICULUM. THE SUPPORTING SERVICES OF PUPIL PERSONNEL, RESEARCH, AND DATA PROCESSING CAN ASSIST THE INSTRUCTIONAL PROGRAM IF PROPERLY UTILIZED. COMMUNICATIONS MUST BE KEPT OPEN AND OPERATE FREELY AT ALL LEVELS WITHIN THE PROFESSIONAL STRUCTURE AND ALSO WITH THE STUDENTS, THEIR PARENTS, AND VARIOUS GROUPS AND AGENCIES OUTSIDE THE SCHOOL DISTRICT. A MODEL FOR CURRICULUM DEVELOPMENT AND A BIBLIOGRAPHICAL REFERENCE SECTION ARE INCLUDED IN THIS DOCUMENT. (ES)

ED017359 RC002274
SCHOOL BELLS FOR MIGRANTS. MAR68, 3P.

IN CALIFORNIA, 66 SCHOOL DISTRICTS IN 43 COUNTIES HAVE SOME TYPE OF MIGRANT EDUCATION PROGRAM. THE FEDERAL GOVERNMENT SUPPLIED $1.4 MILLION IN 1966, WHICH PROVIDED SOME ASSISTANCE TO 10,000 OF THE ESTIMATED 78,000 MIGRANT CHILDREN. A THREE-COUNTY DEMONSTRATION PROJECT CONDUCTED BY 14 SCHOOL DISTRICTS IN THE SAN JOAQUIN VALLEY PROVIDED--(1) INDIVIDUALIZED INSTRUCTION FROM BILINGUAL TEACHER'S AIDES AND LANGUAGE SPECIALISTS, (2) SPECIAL TEXTBOOKS AIMED AT THE PROBLEMS AND DEFICIENCIES OF THE MIGRANT CHILD, (3) FIELD TRIPS, (4) INTENSIFIED INSTRUCTION IN ENGLISH, (5) EVENING TUTORING AND THE USE OF A LIBRARY IN THE MIGRANT HOUSING CAMPS, AND (6) SUMMER CLASSES. EFFORTS ARE BEING MADE TO COORDINATE RECORD TRANSFER AMONG THE STATES OF CALIFORNIA, TEXAS, ARIZONA, OREGON, AND WASHINGTON. CALIFORNIA'S DATA PROCESSING CENTER AT SACRAMENTO IS BEING UTILIZED AS A CENTRAL RECORDS REPOSITORY. THIS ARTICLE APPEARED IN "AMERICAN EDUCATION," MARCH 1968, PP. 5-7. (SF)

ED017378 RC002321
LONG-TERM STUDY OF EDUCATIONAL EFFECTIVENESS OF NEWLY FORMED CENTRALIZED SCHOOL DISTRICTS IN RURAL AREAS. PART TWO, CONTINUED. 66, 101P.

A STUDY OF THE EFFECTS OF SCHOOL REDISTRICTING ON THE EDUCATION OF MALES AND FEMALES AND ON THE COMMUNITIES INVOLVED IN SCHOOL REDISTRICTING WAS CONDUCTED IN WISCONSIN. BASIC OBJECTIVES OF THE STUDY INVOLVED COMPARATIVE ANALYSIS BETWEEN REDISTRICTED AND NON-REDISTRICTED SCHOOL SYSTEMS. COMPARISONS WERE MADE TO--(1) DETERMINE THE DIFFERENCE IN OPPORTUNITIES PROVIDED MALE AND FEMALE STUDENTS, (2) ANALYZE DIFFERENCES IN ACADEMIC ACHIEVEMENT AND INTELLIGENCE LEVEL OF STUDENTS, (3) DETERMINE RELATIONSHIP BETWEEN ACADEMIC ACHIEVEMENT AND EXPENDITURES FOR EDUCATION, AND (4) DETERMINE EFFECTS ON FARMERS' SOCIAL AND ECONOMIC CONTACTS. FIVE REDISTRICTED COMMUNITIES WERE MATCHED WITH FIVE TRADIONALLY-ORGANIZED SCHOOL DISTRICTS, AND STARTING WITH GRADE 1, STUDENTS WERE COMPARED FOR 12 YEARS. MATCHING CRITERIA INCLUDED DISTRICT ENROLLMENT, PHYSICAL FACILITIES, SIZE OF COMMUNITY TAX BASE, BUS TRANSPORTATION, AND COMMON INTERESTS. STUDENTS WERE TESTED IN GRADES 1,6,9, AND 12. IT WAS FOUND THAT--(1) OPPORTUNITIES PROVIDED FOR THE EDUCATIONAL DEVELOPMENT OF STUDENTS WERE GREATER IN REDISTRICTED SCHOOLS, (2) BOTH MALES AND FEMALES FROM REDISTRICTED SCHOOLS PERFORMED BETTER IN ACADEMIC ACHIEVEMENT, AND (3) ONLY MINOR VARIATIONS IN SOCIO-ECONOMIC CONTACTS EXISTED BETWEEN REDISTRICTED AND NON-REDISTRICTED SCHOOL COMMUNITIES. THE THIRD HYPOTHESIS IS NOT REPORTED DUE TO LACK OF DATA. RELATED REPORTS ARE ED 002 857 AND RC 001 933. (JS)

ED017384 RC002364
SCHOOL LIBRARY PROGRAMS IN RURAL AREAS. HIGHTOWER, GRACE; AND OTHERS, 66,
DOCUMENT NOT AVAILABLE FROM EDRS.

TWO OF THE MAJOR HANDICAPS TO GOOD RURAL SCHOOL LIBRARY PROGRAMS HAVE BEEN INADEQUATE FINANCES AND SMALL SCHOOL DISTRICTS. THROUGH RECENT FEDERAL ASSISTANCE, REORGANIZATION OF SCHOOLS, ESTABLISHMENT OF INTERMEDIATE UNITS, AND OTHER MEANS OF COOPERATING ACROSS DISTRICT LINES, RURAL SCHOOL LIBRARY PROGRAMS HAVE BEEN IMPROVED. A GOOD SCHOOL LIBRARY PROGRAM CONSISTS OF THE FOLLOWING--(1) A READING, LISTENING, AND VIEWING CENTER WHERE SKILLS AND TASTES ARE DEVELOPED, (2) A LEARNING LABORATORY FOR RESEARCH AND STUDY WHERE PUPILS LEARN TO WORK ALONE AND IN GROUPS, (3) A MATERIALS CENTER WHERE PUPILS AND TEACHERS LOCATE MATERIALS REGARDLESS OF FORMAT, (4) A CENTER CONTRIBUTING TO THE PERSONAL, SOCIAL, EDUCATIONAL, AND VOCATIONAL GUIDANCE OF PUPILS, AND (5) AND INSTRUCTIONAL CENTER FOR IMPROVING THE USE OF LIBRARY MATERIALS THROUGHOUT THE SCHOOL. THIS DOCUMENT ALSO INCLUDES WAYS SOME RURAL AREAS ARE PROVIDING IMPROVED LIBRARY PROGRAMS. THIS BOOKLET IS AVAILABLE FOR $1.00 FROM PUBLICATION SALES DIVISION, NATIONAL EDUCATION ASSOCIATION, 1201 SIXTEENTH STREET, N.W., WASHINGTON, D.C. 20036. (ES)

ED017459 SE004129
MATHEMATICS EDUCATION PROGRAMS FUNDED UNDER TITLE I ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965. 68, 52P.

THIS COMPENDIUM IS ONE OF A SERIES DESCRIBING CONTINUING TITLE I, ELEMENTARY AND SECONDARY EDUCATION ACT (ESEA) PROJECTS FROM DIFFERENT INSTRUCTIONAL AND SERVICE AREAS. PROGRAM DESCRIPTIONS FOR 25 TITLE I, ESEA PROJECTS INVOLVING MATHEMATICS EDUCATION GIVE A RANGE OF COVERAGE IN DIFFERENT INSTRUCTIONAL AND SERVICE DOMAINS, INCLUDING CURRICULUM DEVELOPMENT, INSERVICE TRAINING, AND SMALL-GROUP INSTRUCTION. FOR EACH OF THE PROJECTS THERE IS INFORMATION RE-

GARDING (1) LOCATION AND TITLE OF THE PROGRAM, (2) PURPOSE OF THE PROJECT, (3) PROGRAM PROCEDURE AND AVAILABILITY OF FACILITIES, AND (4) METHOD OF STUDENT EVALUATION. THE REPORT CONCLUDES WITH A CHAPTER ON THE MECHANICS OF DEVELOPING A COMPREHENSIVE MATHEMATICS PROJECT UNDER TITLE I, ESEA. REPORTED ARE THE FOUR GENERAL AREAS WHICH CONSTITUTE A PROJECT FORMAT--(1) PUPIL EVALUATION, (2) CURRICULUM DEVELOPMENT, (3) TEACHER TRAINING, AND (4) CLASSROOM ORGANIZATIONAL STRUCTURE. EACH OF THESE AREAS IS INTERRELATED AND DEVELOPED IN THAT CONTEXT. FINALLY, PUPIL EVALUATION IN THE PROGRAM IS CONSIDERED UNDER THE THREE PHASES--IDENTIFICATION, DIAGNOSIS, AND ACHIEVEMENT. (RP)

ED017501 TE000312
THE TEACHER EDUCATION PROGRAM OF THE FAR WEST LABORATORY FOR EDUCATIONAL RESEARCH AND DEVELOPMENT. NOV67, 14P.

INITIAL WORK OF THE FAR WEST LABORATORY FOR EDUCATIONAL RESEARCH AND DEVELOPMENT WILL BE FOCUSED UPON INSERVICE TEACHER EDUCATION AND THE DEVELOPMENT OF SELF-CONTAINED INSERVICE COURSES UTILIZING MICROTEACHING. EACH OF THESE COURSES, CALLED MINICOURSES, WILL BE DIRECTED TOWARD A PARTICULAR TEACHING SKILL OR TECHNIQUE--FOR EXAMPLE, THE BASIC SKILLS INVOLVED IN QUESTIONING. THE ESSENTIAL IDEA OF MICROTEACHING IS TO VIDEOTAPE A SPECIFIC MINIATURE TEACHING SITUATION, THUS PERMITTING CLOSE REVIEW AND ANALYSIS OF THE PLAYBACK. FOR THIS, THE TEACHER TYPICALLY WORKS WITH A SMALL CLASS (4-10 PUPILS), TEACHES A SHORT LESSON (5-15 MINUTES), AND FOCUSES ON ONE SMALL, SPECIFIC PART OF TEACHING BEHAVIOR. THE ADVANTAGES OF MICROTEACHING INCLUDE--(1) EMPHASIS ON THE ACQUISITION AND PERFORMANCE OF SPECIFIC SKILLS, (2) IMMEDIATE FEEDBACK, (3) REINFORCEMENT OF AN EMERGING SKILL, AND (4) CONSTRUCTION OF COMPLEX SKILLS FROM SPECIFIC COMPONENTS LEARNED SINGLY. THE COST OF IMPLEMENTING MINICOURSES FOR A SCHOOL DISTRICT WILL BE LOW, WITH THE SIGNIFICANT COSTS BEING THE ACQUISITION OF A VIDEO TAPE RECORDING SYSTEM AND THE PROVISION OF SUBSTITUTE TEACHERS WHILE THE REGULAR TEACHERS ARE IN THE MINICOURSES. THE LABORATORY PLANS TO HAVE ITS FIRST MINICOURSE AVAILABLE FOR USE IN SCHOOLS BY EARLY 1968. (A 10-PAGE SUMMARY OF TENTATIVE LESSONS FOR MINICOURSE I, "EFFECTIVE QUESTIONING IN A CLASSROOM DISCUSSION," IS INCLUDED.) THIS REPORT WAS PRESENTED AT THE 1967 NCTE ANNUAL CONVENTION. (MM)

ED017537 UD000128
INVENTORY OF COMPENSATORY EDUCATION PROJECTS, 1965. 65, 392P.

THIS INVENTORY LISTS PROGRAMS AND RESEARCH WHICH DEAL WITH THE EDUCATION OF DISADVANTAGED YOUTH FROM ECONOMICALLY DEPRESSED AREAS. IT CONTAINS DESCRIPTIONS OF COMPENSATORY EDUCATION PROGRAMS AT ALL GRADE LEVELS, INCLUDING PRESCHOOL, AFTER SCHOOL AND SUMMER PROGRAMS, PROGRAMS FOR THE POST-HIGH SCHOOL STUDENT AND THE OCCUPATIONAL DROPOUT, AND TEACHER TRAINING PROGRAMS. THESE PROGRAMS AND RESEARCH ACTIVITIES ARE BRIEFLY SUMMARIZED IN TERMS OF LOCATION, SOURCE OF FINANCIAL SUPPORT, PERSONNEL, PURPOSE, POPULATION, AND METHODS. THE PUBLICATIONS OF RESEARCH PROJECT PERSONNEL ARE ALSO LISTED. (LB)

ED017539 UD001152
ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965. PUBLIC LAW 89-10. 11APR65, 32P.

THIS IS THE OFFICIAL TRANSCRIPT OF THE ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965. THE ACT AUTHORIZES GRANTS (1) TO IMPROVE THE EDUCATION OF DISADVANTAGED CHILDREN AND YOUTH, (2) TO ACQUIRE SCHOOL LIBRARY RESOURCES, TEXTBOOKS, AND OTHER INSTRUCTIONAL MATERIALS, (3) TO ESTABLISH SUPPLEMENTARY EDUCATION CENTERS, (4) TO STIMULATE EDUCATIONAL RESEARCH AND TRAINING, AND (5) TO STRENGTHEN STATE DEPARTMENTS OF EDUCATION. (LB)

ED017540 UD001609
THE ROLE OF INTEGRATION IN EDUCATION. 30JUL63, 43P.

THE LEGACY OF DISCRIMINATORY EDUCATION AND ITS CONTINUING PRACTICE HAS LEFT LARGE SECTIONS OF THE MINORITY POPULATION "SHORT-CHANGED." THE BEST METHOD OF MAKING UP FOR THESE DEFICIENCIES, PAST AND PRESENT, IS COMPENSATORY EDUCATION. HOWEVER THIS TYPE OF EDUCATION HAS NOT BEEN WELL-IMPLEMENTED IN ANY LARGE CITY, INCLUDING NEW YORK CITY, BECAUSE OF THE MAGNITUDE OF STUDENT DEFICIENCY, THE LACK OF STRONG PROFESSIONAL LEADERSHIP IN EDUCATION, INACTION BY MINORITY GROUPS THEMSELVES, AND DISCOURAGING JOB POSSIBILITIES FOR THOSE STUDENTS WHO TAKE ADVANTAGE OF THE COMPENSATORY PROGRAMS. THE PROPER ROLE OF INTEGRATION IN PUBLIC EDUCATION IS TO CREATE A DEEPER UNDERSTANDINING OF AMERICAN SOCIETY, TO CREATE A WHOLESOME COMMUNITY ATTITUDE AMONG ALL MEN, FREE OF STEREOTYPES AND TENSIONS, AND TO CREATE EQUALITY OF EDUCATIONAL OPPORTUNITY. IN 1963, THE NEW YORK CITY BOARD OF EDUCATION DECLARED THAT IT WAS COMMITTED TO DESEGREGATION OF THE CLASSROOM, PREPARATION OF STUDENTS FOR A CONSTRUCTIVE LIFE IN A PLURALISTIC SOCIETY, AND COMPENSATION FOR THOSE STUDENTS WHO HAVE BEEN DISCRIMINATED AGAINST. THE BOARD HAD EARLIER CREATED A COMPREHENSIVE ZONING PLAN AND HUMAN RELATIONS UNIT, BUT SINCE 1963 IT HAS SOUGHT ADDITIONAL MINORITY STAFF AND HAS INITIATED EDUCATIONAL ENRICHMENT AND PUPIL TRANSFER PROGRAMS. THIS PAPER WAS PRESENTED AT THE STATE UNIVERSITY COLLEGE, PLATTSBURGH, NEW YORK, JULY 30, 1963. (DK)

ED017551 UD004254
TITLE I PROJECTS, ELEMENTARY AND SECONDARY EDUCATION ACT, 1965-66, ABSTRACTS. 66, 22P.

THESE ABSTRACTS DESCRIBE TITLE I COMPENSATORY EDUCATION PROJECTS CONDUCTED FOR DISADVANTAGED YOUTH IN THE MINNEAPOLIS PUBLIC SCHOOLS DURING 1965-66. EACH ABSTRACT LISTS THE PROJECT'S ADMINISTRATOR, APPROVAL DATE AND DURATION, BUDGET, PARTICIPATING SCHOOLS, AND PERSONNEL, AND PROVIDES A BRIEF NARRATIVE DESCRIPTION OF EACH PROJECT. (LB)

ED017556 UD004372
TITLE I EVALUATION FOR THE STATE OF ARIZONA, FISCAL YEAR 1966. 66, 85P.

THE FIRST SECTION OF THIS REPORT DESCRIBES HOW TITLE I ACTIVITIES WERE INITIATED IN ARIZONA AND THE VICISSITUDES OF COORDINATING THEM WITH OTHER PROJECTS FUNDED UNDER THE ELEMENTARY AND SECONDARY EDUCATION ACT AND OTHER FEDERAL ACTS. MAJOR ADMINISTRATIVE PROBLEMS INCLUDED (1) UNDERSTAFFING WHICH HINDERED THE STATE IN PROCESSING PROPOSALS, (2) CONFUSION ABOUT THE INTENT OF THE LAW AND THE NECESSARY ADMINISTRATIVE PROCEDURES, AND (3) ACUTE PERSONNEL SHORTAGES IN THE LOCAL DISTRICTS. EVALUATION PROCEDURES AS REQUIRED BY THE TITLE WERE HANDICAPPED BY LACK OF GUIDELINES AND INSTRUMENTS. THE MOST COMMON LOCAL MISCONCEPTIONS WERE ABOUT THE USE OF ALLOCATED FUNDS AND ABOUT THE WAYS TO DEVELOP FUNCTIONALLY REALISTIC PROGRAMS. THE GREATEST FRICTION AND DISCONTENT OCCURRED BECAUSE OF A LACK OF COMMUNITY ACTION PROGRAM-SCHOOL DISTRICT COOPERATION AND COORDINATION. EDUCATORS FELT THAT COMMUNITY AGENCIES USURPED PROFESSIONAL JURISDICTIONS AND DECISIONS. THE NEED FOR EARLIER CONGRESSIONAL FUNDING WAS THE MAJOR SUGGESTION FROM LOCAL SCHOOL DISTRICTS. THE SECOND SECTION OF THIS REPORT CONSISTS OF A COMPREHENSIVE ANALYSIS OF STATISTICAL INFORMATION ABOUT THE PROJECTS' ACTIVITIES. INTERLEAVED THROUGHOUT THE REPORT ARE NUMEROUS SHEETS OF QUESTIONNAIRES AND RATING SCALES SENT TO THE LOCAL SCHOOL DISTRICTS. (NH)

ED017564 UD004448
ECONOMIC RATIONALITY IN URBAN SCHOOL PLANNING--THE PROGRAM BUDGET. 67, DOCUMENT NOT AVAILABLE FROM EDRS.

ECONOMIC ANALYSIS SHOULD BE APPLIED TO SCHOOL PLANNING TO PROVIDE A GENERAL FRAMEWORK WITHIN WHICH EDUCATIONAL OBJECTIVES CAN BE ACCOMPLISHED IN THE MOST REASONABLE MANNER. SYSTEMS ANALYSIS METHODS INTEGRATE THE DIFFERING VALUES OF EDUCATORS INTO COMMON OBJECTIVES. SUCCESSFUL USE OF PROGRAM BUDGETING DEPENDS ON (1) PLANNING, STRUCTURAL DESIGN, AND PROGRAM DEFINITION, (2) PROGRAMMING, SYSTEMS ANALYSIS, AND BUDGETING, (3) INFORMATION SUPPORT, EVALUATION, AND PROGRAM REVISION. EXAMPLES OF PROGRAM BUDGETING IN URBAN SCHOOL SYSTEMS AND IN NONEDUCATIONAL SETTINGS ARE DISCUSSED AND A LIST OF ADVANTAGES OF THE PROGRAM BUDGET IN EDUCATION IS PROVIDED. THIS ARTICLE IS PUBLISHED IN "URBAN EDUCATION," VOLUME 3, NUMBER 1, P.39-51, 1967. (AF)

ED017575 UD004533
PROJECT CONCERN. 20SEP66, 5P.

PROJECT CONCERN IS A 2-YEAR EXPERIMENTAL EDUCATIONAL PROGRAM IN WHICH OVER 250 DISADVANTAGED YOUNGSTERS IN KINDERGARTEN THROUGH GRADE FIVE ARE BUSED FROM THEIR INNER CITY SCHOOLS TO FIVE MIDDLE CLASS SUBURBAN SCHOOL SYSTEMS. IT IS EXPECTED THAT THE CHANGE IN MILIEU, WITH OR WITHOUT SOME SUPPORTIVE SERVICES, WILL CREATE POSITIVE CHANGES IN THE STUDENT'S SELF PERCEPTIONS AND SCHOOL PERFORMANCE. EVALUATION OF THE PROJECT WILL BE BASED ON STATISTICAL AND CASE STUDY DATA WHICH WILL FOCUS ON SCHOOL-RELATED AND OTHER VARIABLES. THE PROJECT STAFF CONSISTS OF SUPPORTIVE TEACHERS AND SOCIAL AND COMMUNITY WORKERS, AND IS FUNDED BY LOCAL, STATE, FEDERAL, AND PRIVATE FOUNDATION FUNDS. (NH)

ED017580 UD004644
WYOMING TITLE I, ESEA PROJECTS, 1966-1967. (TITLE SUPPLIED). 67, 19P.

THIS BRIEF SUMMARY OF WYOMING'S TITLE I PROJECTS REPORTS THAT USING SUBPROFESSIONAL TEACHER AIDES WAS THE MOST EFFECTIVE APPROACH FOR TEACHING THE DISADVANTAGED AT ALL GRADE LEVELS. THE AIDES ENABLED TEACHERS TO WORK WITH SMALL GROUPS AND TO GIVE MAXIMUM INDIVIDUAL ATTENTION. THREE PROJECTS WERE SUCCESSFUL WITH DEVELOPMENTAL READING IN INSTITUTIONS FOR NEGLECTED AND DELINQUENT CHILDREN. IN PREPARATION FOR CONDUCTING NEXT SUMMER'S CENTERS FOR CHILDREN OF MIGRANT AGRICULTURAL WORKERS, AN INSERVICE WORKSHOP WAS HELD AT THE UNIVERSITY OF WYOMING FOR TEACHERS OF MIGRANT CHILDREN. OUTLINES ARE GIVEN OF THE THREE MOST EFFECTIVE PROJECTS--"SCHOOL PSYCHOLOGICAL AND REMEDIAL SERVICE," "INDIVIDUALIZED INSTRUCTION FOR HIGH SCHOOL STUDENTS," AND "IMPROVEMENT OF EDUCATIONAL ATTITUDES AND SELF CONCEPTS." IN A SEPARATE DOCUMENT PROJECTS THROUGHOUT THE STATE ARE SUMMARIZED IN TABLES AND CHARTS. (AF)

ED017589 UD005129
PROJECT FOLLOW THROUGH, AN INDIVIDUALIZED INSTRUCTIONAL PROGRAM. A PROPOSAL. 18AUG67, 61P.

THIS PROPOSAL OUTLINES PLANS FOR AN INDIVIDUALIZED INSTRUCTIONAL PROGRAM FOR APPROXIMATELY 100 PROJECT HEADSTART GRADUATES. IN EACH OF THREE TARGET AREA SCHOOLS A "KINDERGARTEN PRIMARY LABORATORY ROOM" WILL BE ESTABLISHED WHERE THE TECHNIQUES OF STUDENT PACING, EXPLORATION, AND SELF-SELECTION WILL BE EMPLOYED. SEVEN PROFESSIONAL STAFF, ELEVEN PARAPROFESSIONALS, AND VARIOUS VOLUN-

TEERS WILL COOPERATE IN A TEAM TEACHING EFFORT. TO INCREASE STAFF COMPETENCIES, THE PROGRAM WILL OFFER INSERVICE AND PRESERVICE TRAINING. SOCIAL AND CULTURAL ACTIVITIES AND HEALTH, PSYCHOLOGICAL, AND SOCIAL SERVICES WILL BE PROVIDED FOR THE CHILDREN AND THEIR FAMILIES. MOTHERS OF THE HEADSTART GRADUATES WILL PARTICIPATE IN WEEKLY GROUP DISCUSSIONS ON PARENT-CHILD RELATIONS. INTELLIGENCE AND ACHIEVEMENT TESTS AND A SOCIAL MATURITY SCALE WILL BE USED TO EVALUATE PUPIL PROGRESS, AND CHANGES IN TEACHERS' ATTITUDES WILL ALSO BE ASSESSED. IT IS HOPED THAT FUNDS WILL BE MADE AVAILABLE FOR RESEARCH ON THE EFFECTS OF THE PARENT DISCUSSION PROGRAM ON PARENTAL ATTITUDES AND ON THE INTELLECTUAL-SOCIAL DEVELOPMENT OF THE CHILDREN. AN EXISTING "FOLLOW-THROUGH" PROGRAM IS BRIEFLY DESCRIBED. (LB)

ED017592 UD005347
NOTES AND WORKING PAPERS CONCERNING THE ADMINISTRATION OF PROGRAMS AUTHORIZED UNDER TITLE I OF THE ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965, PROGRAM PARTICIPATION OF NONPUBLIC SCHOOL CHILDREN. DEC67, 170P.

THIS EVALUATION REPORT ON THE PARTICIPATION OF NONPUBLIC SCHOOL CHILDREN IN TITLE I PROJECTS IS BASED ON CASE STUDIES OF 10 LARGE, 10 MEDIUM, AND 10 SMALL SCHOOL SYSTEMS THROUGHOUT THE UNITED STATES. THE STUDIES WERE PREPARED THROUGH THE EFFORTS OF 14 FIELD SURVEY COORDINATORS WHO INTERVIEWED PUBLIC AND NONPUBLIC SCHOOL REPRESENTATIVES AT BOTH THE STATE AND LOCAL LEVEL. TABLES CONTAINING BASIC DATA FROM THE STATE AND LOCAL EDUCATION AGENCIES, A GLOSSARY OF TERMS, AND A BIBLIOGRAPHY ON TITLE I AND OTHER COMPENSATORY EDUCATION PROGRAMS ARE INCLUDED IN THIS REPORT. THIS DOCUMENT IS ALSO AVAILABLE FROM THE SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402. (LB)

ED017594 UD005459
THE WHITE PLAINS RACIAL BALANCE PLAN (INTERIM). 09MAY65, 11P.

WHITE PLAINS'S PLAN FOR RACIAL BALANCE IN THE SCHOOLS WAS FORMULATED IN RESPONSE TO A BOARD OF EDUCATION RULING THAT ALL CITY SCHOOLS MAINTAIN A MINIMUM NEGRO ENROLLMENT OF 10 PERCENT AND THAT NO SCHOOL BE MORE THAN 30 PERCENT NEGRO. BY SEPTEMBER 1964 ATTENDANCE LINES WERE REDRAWN FOR THE CITY'S 10 ELEMENTARY SCHOOLS, AND 20 PERCENT OF ALL ELEMENTARY PUPILS WERE REQUIRED TO CHANGE THEIR SCHOOLS. A NEGRO ELEMENTARY SCHOOL WHICH WAS 64 PERCENT NEGRO IN THE INNER CITY AREA WAS CONVERTED INTO AN ADULT EDUCATION AND MANPOWER RETRAINING CENTER. AS A RESULT OF THE PLAN, NINE PERCENT OF THE ELEMENTARY SCHOOL POPULATION REQUIRED BUSING. ALTHOUGH THE BUSING PROGRAM MET WITH SOME COMMUNITY RESISTANCE, IT WAS WIDELY SUPPORTED AND HAS BEEN SUCCESSFUL. BEFORE THE SCHOOLS OPENED IN SEPTEMBER 1964, PTA GROUPS SENT LETTERS TO PARENTS AND PUPILS WELCOMING THEM TO THEIR NEW SCHOOLS, AND MEETINGS WERE HELD WITH PARENTS, TEACHERS, AND ADMINISTRATORS. COMMUNITY SUPPORT WAS ACTIVELY DEMONSTRATED WHEN THE BOARD PRESIDENT WHO HAD SUPPORTED THE PLAN WAS RE-ELECTED BY A WIDE MAJORITY OVER AN "ANTI-PLAN" CANDIDATE. A 1957-64 CHRONOLOGY OF BACKGROUND EVENTS AND A TABULAR ANALYSIS OF PUPIL REGISTRATION BY SCHOOL FROM 1963 TO 1967 ARE INCLUDED IN THE REPORT. (LB)

ED017600 UD005680
CORRELATIONAL AND REGRESSION ANALYSES OF DIFFERENCES BETWEEN THE ACHIEVEMENT LEVELS OF NINTH GRADE SCHOOLS FROM THE EDUCATIONAL OPPORTUNITIES SURVEY. MAYESKE, GEORGE W.; AND OTHERS, 11MAR68, 184P.

THIS REPORT PRESENTS CORRELATIONAL AND REGRESSION ANALYSES OF VARIOUS COMBINATIONS OF SUBSETS OF NINTH-GRADE STUDENT BODY AND SCHOOL VARIABLES FROM THE EDUCATIONAL OPPORTUNITIES SURVEY (COLEMAN REPORT), IN AN ATTEMPT TO ISOLATE DIFFERENT SCHOOL INDEXES THAT CONTRIBUTE TO ACHIEVEMENT. IT IS HOPED THAT THE INDEXES OBTAINED FROM THE 400 ORIGINAL VARIABLES USED IN THE ANALYSES WILL REDUCE THE VOLUME OF DATA PROCESSING AND THE COMPLEXITY OF LATER ANALYSES. SCHOOL AND STUDENT BODY VARIABLES SUCH AS RURAL-URBAN LOCATION, NUMBER OF ENROLLED STUDENTS, PRINCIPAL'S TRAINING, PUPIL-TEACHER RATIO, SCHOOL ACHIEVEMENT LEVEL, SOCIOECONOMIC STATUS OF THE STUDENT BODY, AND THE RACIAL AND ETHNIC COMPOSITION OF THE STUDENTS WERE ALL ANALYZED. STUDENT BODY VARIABLES MADE A GREATER RELATIVE CONTRIBUTION THAN SCHOOL VARIABLES TO THE STUDENTS' ACHIEVEMENT LEVELS, EXPECTATIONS, ATTITUDE TOWARD LIFE, EDUCATIONAL PLANS, AND STUDY HABITS. THE RESULTS OF OTHER ANALYSES SUGGEST THAT PERSONNEL EXPENDITURE VARIABLES MAY BE MOST IMPORTANT IN PROMOTING ACHIEVEMENT. REGIONAL DIFFERENCES IN THE DEPENDENCE OF SCHOOL ACHIEVEMENT ON STUDENT BODY HOME BACKGROUND AND RACIAL-ETHNIC COMPOSITION WERE ALSO FOUND. OTHER FINDINGS INDICATE THAT THE SCHOOL VARIABLES THAT CONTRIBUTE TO ACHIEVEMENT MAY HAVE DIFFERING EFFECTS UPON STUDENTS FROM DIFFERENT SOCIOECONOMIC BACKGROUNDS. IT IS FELT THAT SUCH FINDINGS SUGGEST THAT IMPORTANCE OF STUDYING THE EFFECT OF SOCIOECONOMIC STATUS ON SCHOOL ACHIEVEMENT. (DK)

ED017614 UD005811
THE IMPACT OF TITLE I, AN ASSESSMENT PROGRAM FOR NEW ENGLAND. VOLUME 1, FINAL REPORT. GOODMAN, RICHARD H.; WILSON, MICHAEL J., DEC67, 284P.

DETAILED STATISTICAL AND PROCEDURAL INFORMATION IS PRESENTED ON (1) 1966 TITLE I PROJECTS IN NEW ENGLAND (INCLUDING PROJECTS OPERATED BY INSTITUTIONS FOR HANDICAPPED CHILDREN), (2) THE DISTRIBUTION AND EXPENDITURE OF TITLE I FUNDS, AND (3) DATA COLLECTING AND PROCESSING PROCEDURES FOR THE EVALUATION OF THE PROJECTS. IT IS FELT THAT THE OFFICE OF EDUCATION DATA COLLECTION FORM IS INADEQUATE FOR OBTAINING CERTAIN DATA NECESSARY FOR PROGRAM EVALUATION AND THAT THE EVALUATIVE INFORMATION SUBMITTED BY THE SCHOOLS IS ULTIMATELY UNRELIABLE. ALSO, INSTEAD OF COMBINING EVALUATION REPORTS FROM INDIVIDUAL PROJECTS, AS IS DONE IN THIS REPORT, A MORE RELIABLE EVALUATION METHOD WOULD BE TO SYSTEMATICALLY MEASURE A REPRESENTATIVE SAMPLE OF PROJECTS IN TERMS OF CERTAIN COMMON OBJECTIVES. AT PRESENT, BECAUSE THE STIPULATIONS FOR THE USE OF PROJECT FUNDS ARE AMBIGUOUS, NO SPECIFICALLY MEASURABLE GOALS HAVE BEEN ESTABLISHED WHICH ARE COMMON TO ALL PROJECTS. COMPUTER PROGRAMS FOR PROJECT DATA PROCESSING ARE APPENDED TO THIS REPORT, AND SUPPLEMENTARY STATISTICAL DATA ARE PRESENTED IN THREE SEPARATE VOLUMES. (LB)

ED017615 UD005812
THE IMPACT OF TITLE I, AN ASSESSMENT PROGRAM FOR NEW ENGLAND. VOLUME 2, STATISTICAL SUPPLEMENT, PARTS 1 AND 2. GOODMAN, RICHARD H.; WILSON, MICHAEL J., DEC67, 243P.

VOLUME II IS THE FIRST OF A THREE-VOLUME STATISTICAL SUPPLEMENT WHICH SUPPLIES RAW DATA TO ACCOMPANY A NARRATIVE EVALUATION REPORT (VOLUME I) OF 1966 TITLE I ELEMENTARY AND SECONDARY EDUCATION ACT PROJECTS IN NEW ENGLAND. THE SUPPLEMENT PRESENTS DATA ON THREE VARIABLES--THE NEW ENGLAND STATES, THE COMMUNITY TYPES INVOLVED IN TITLE I PROJECTS (STANDARD METROPOLITAN STATISTICAL AREAS OR SMSA), AND THE TYPE OF PROJECT. THIS PARTICULAR VOLUME CONTAINS (1) BASIC DATA ON THE LOCAL EDUCATION AGENCIES AND (2) DATA WHICH COMPARE THE STATES AND COMMUNITY TYPES. DISCUSSION OF THE DATA IN ALL THREE VOLUMES OF THE SUPPLEMENT IS CONFINED TO VOLUME I OF THE REPORT. (LB)

ED017616 UD005813
THE IMPACT OF TITLE I, AN ASSESSMENT PROGRAM FOR NEW ENGLAND. VOLUME 3, STATISTICAL SUPPLEMENT, PART 3. GOODMAN, RICHARD H.; WILSON, MICHAEL J., DEC67, 337P.

VOLUME III, A STATISTICAL SUPPLEMENT TO AN EVALUATION REPORT OF NEW ENGLAND'S 1966 TITLE I PROJECTS, CONTAINS DATA WHICH COMPARE STANDARD METROPOLITAN STATISTICAL AREAS (SMSA) AND PROJECT TYPES. (LB)

ED017617 UD005814
THE IMPACT OF TITLE I, AN ASSESSMENT PROGRAM FOR NEW ENGLAND. VOLUME IV, STATISTICAL SUPPLEMENT, PART 4. GOODMAN, RICHARD H.; WILSON, MICHAEL J., DEC67, 338P.

VOLUME IV, A STATISTICAL SUPPLEMENT TO AN EVALUATION REPORT OF NEW ENGLAND'S 1966 TITLE I PROJECTS, PRESENTS PROJECT DATA WHICH COMPARE THE STATES AND PROJECT TYPES. (LB)

ED017648 VT001274
A LOOK AT EDUCATION FOR WORK IN THE OMAHA PUBLIC SCHOOLS. SEP64, 153P.

THE PURPOSE OF THIS STUDY WAS TO GATHER AND EVALUATE PERTINENT INFORMATION CONCERNING VOCATIONAL EDUCATION IN METROPOLITAN OMAHA, NEBRASKA. INFORMATION WAS GATHERED BY QUESTIONNAIRE FROM EIGHTH GRADERS, NINTH GRADERS, 12TH GRADERS, 1963 GRADUATES, DROPOUTS, PARENTS, LABOR UNIONS, APPRENTICES, AND BUSINESS ESTABLISHMENTS. STUDENTS IN THE EIGHTH GRADE INDICATED--(1) 52.8 PERCENT INTENDED TO START COLLEGE, (2) 14.6 PERCENT INTENDED TO START POST-SECONDARY SCHOOL, (3) 27.6 PERCENT INTENDED TO FINISH HIGH SCHOOL, (4) 1.8 PERCENT DID NOT PLAN TO START HIGH SCHOOL, AND (5) 3.2 PERCENT HAD NO EDUCATIONAL PLANS. STUDENTS IN THE NINTH GRADE INDICATED--(1) 48.3 PERCENT INTENDED TO START COLLEGE, (2) 15.5 PERCENT INTENDED TO START POST-SECONDARY SCHOOL, (3) 32.4 PERCENT INTENDED TO FINISH HIGH SCHOOL, (4) 1 PERCENT DID NOT PLAN TO FINISH HIGH SCHOOL, AND (5) 2.8 PERCENT HAD NO EDUCATIONAL PLANS. SENIOR STUDENTS OF 1964 INDICATED--(1) 48.3 PERCENT WOULD START COLLEGE, (2) 33.3 PERCENT WOULD WORK, (3) 8.4 PERCENT WOULD START POST-SECONDARY SCHOOL, (4) 5.3 PERCENT WOULD GO INTO THE ARMED FORCES, (5) 2.2 PERCENT WOULD BE HOUSEWIVES, AND (6) 2.5 PERCENT HAD NO PLANS. OTHER STATISTICAL DATA ARE PRESENTED FROM THE REMAINING SOURCES. THE 27 RECOMMENDATIONS INCLUDE (1) BUSINESS, INDUSTRY, AND LABOR SHOULD ASSIST IN STRENGTHENING AN UNDERSTANDING FOR THE PROGRAM OF VOCATIONAL AND TECHNICAL EDUCATION, (2) PARENTS SHOULD HAVE A MORE REALISTIC UNDERSTANDING OF THE EDUCATION FROM WHICH THEIR CHILDREN CAN PROFIT AS WELL AS THE JOBS THEY PROBABLY WILL BE ABLE TO OBTAIN, (3) SCHOOLS SHOULD REEVALUATE THE UNREALISTIC VALUES OF PRESTIGE ATTACHED TO ACADEMIC COURSES, AND (4) SCHOOL DISTRICTS SHOULD DEVELOP A PATTERN OF MATCHING FEDERAL, STATE, AND LOCAL FUNDS FOR VOCATIONAL AND TECHNICAL EDUCATION AS PROVIDED BY THE NEBRASKA STATE PLAN FOR VOCATIONAL EDUCATION. (EM)

ED017667 VT002908
INDUSTRIAL ARTS EDUCATION, A SURVEY OF PROGRAMS, TEACHERS, STUDENTS, AND CURRICULUM. PELLEY, ALBERT L.; SCHMITT, MARSHALL L., 66,
DOCUMENT NOT AVAILABLE FROM EDRS.

A STRATIFIED RANDOM SAMPLE OF PUBLIC SECONDARY SCHOOLS (GRADES 7-12) WAS SELECTED, BY SIZE AND TYPE OF SCHOOL, FROM ALL PUBLIC SCHOOLS IN THE UNITED STATES, AND QUESTIONNAIRES WERE SENT TO 2,259 PRINCIPALS AND 3,040 TEACHERS IN THE FALL OF 1962. RESPONSES WERE RECEIVED FROM 95.1 PERCENT OF THE PRINCIPALS AND 93.7 PERCENT OF THE TEACHERS. THE STUDY WAS CONCERNED WITH INDUSTRIAL ARTS PROGRAMS, TEACHERS, COURSES, AND ENROLLMENT. SOME FINDINGS WERE--(1) AS SCHOOL SIZE INCREASED, THE NUMBER OF INDUSTRIAL ARTS PROGRAMS INCREASED, (2) THREE-FOURTHS OF THE SCHOOLS HAD INDUSTRIAL ARTS PROGRAMS, (3) MAJOR OBJECTIVES WERE TO DEVELOP TOOL AND MACHINE SKILLS, CREATIVE TECHNICAL TALENT, GENERAL TECHNICAL KNOWLEDGE AND SKILLS, AND PROBLEM SOLVING SKILLS RELATING TO MATERIALS AND PROCESSES, (4) COMPULSORY REQUIREMENTS OF INDUSTRIAL ARTS COURSES FOR BOTH BOYS AND GIRLS HAD INCREASED SINCE 1954, (5) THE AVERAGE EXPENDITURE PER SCHOOL WAS $1,000 FOR EQUIPMENT AND $1,200 FOR SUPPLIES PER YEAR, (6) 94.4 PERCENT OF THE TEACHERS HELD REGULAR TEACHING CERTIFICATES, (7) THE AVERAGE GROSS TEACHER'S SALARY WAS $6,200, (8) MOST TEACHERS PREPARED THEIR OWN CURRICULUM GUIDES, (9) THE AVERAGE LENGTH OF TEACHING EXPERIENCE WAS 9.5 YEARS, (10) NEARLY 40 PERCENT OF THE TEACHERS HAD MADE SIGNIFICANT CHANGES IN COURSES DURING THE PREVIOUS YEAR, (11) 25-30 PERCENT OF THE INSTRUCTIONAL TIME WAS DEVOTED TO THEORETICAL OR RELATED INSTRUCTION, AND (12) 24 PERCENT OF THE 4 MILLION ENROLLMENT WAS IN GRADE 9. THE MAJOR TEACHING PROBLEMS WERE (1) KEEPING UP WITH TECHNOLOGICAL ADVANCES, (2) ARRANGING AND CONDUCTING FIELD TRIPS, (3) FINDING TIME FOR PREPARATION, (4) FINDING TIME FOR INDIVIDUAL HELP, (5) PROVIDING FOR SLOW LEARNERS, (6) PROVIDING GUIDANCE MATERIALS, AND (7) ACQUIRING AND TEACHING NEW CONCEPTS. TABULAR DATA ON ALL ASPECTS OF THE STUDY AND THE QUESTIONNAIRES ARE INCLUDED IN THE APPENDIX. THIS DOCUMENT IS AVAILABLE AS FS5.233--33038 FOR $1.00 FROM SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20401. (EM)

ED017688 VT004418
A NATIONWIDE STUDY OF THE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION AT THE STATE LEVEL. VOLUME TWO. FINAL REPORT. AUG67, 741P.

THIS APPENDIX TO VT 004 417 INCLUDES (1) A TAXONOMY OF EDUCATIONAL CHANGE, WHICH DEFINES THE ACTIVITIES OF THE EDUCATIONAL CHANGE PROCESS AND PRESENTS THEM IN CHART FORM, (2) PROGRAM EVALUATION AND REVIEW TECHNIQUE (PERT) GENERAL INFORMATION AND MASTER SCHEDULE REPORTS, WHICH DEFINES TERMS AND EXPLAINS AND ILLUSTRATES A WORK-BREAKDOWN STRUCTURE, WORK SHEET, "WAS-IS" CHART, OUTLOOK ANALYSIS, AND MASTER SCHEDULE WORK REPORTS, (3) TABULATIONS OF DATA FOR THE STUDY OF ORGANIZATION FOR THE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION, WHICH GIVES THE LEGAL BASIS FOR SELECTION OF STATE OFFICERS, ADMINISTRATION, TEACHERS AND STATE STAFF, STUDENT ENROLLMENT, SCHOOLS, AND INCOME AND EXPENDITURES FOR VOCATIONAL EDUCATION IN THE STATES, (4) SUPPLEMENTARY MATERIALS FOR THE STUDY OF PERCEPTIONS OF STATE-LEVEL ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION, WHICH INCLUDES RESPONDENT GROUPINGS DESIGNATIONS, A SUMMARY OF ITEMS AND STATISTICAL ANALYSIS OF CLUSTERS, AND THE GROUP INTERVIEW GUIDE AND ITS STATISTICAL ANALYSIS, (5) SUPPLEMENTARY MATERIALS FOR ANALYSIS OF SELECTED STATE VOCATIONAL-TECHNICAL EDUCATION STAFF POSITIONS, WHICH INCLUDES THE PERSONAL REPORT OF WORK ACTIVITY, AND (6) THE FORMAT AND CRITERIA FOR SELF-ANALYSIS OF STATE AGENCIES FOR VOCATIONAL-TECHNICAL EDUCATION, THE PRELIMINARY DRAFT OF THE STUDY BY ALLEN LEE, PRINCIPAL INVESTIGATOR. (EM)

ED017723 VT004836
STUDY OF INDUSTRIAL ARTS EDUCATION IN PUBLIC SECONDARY SCHOOLS OF THE SOUTHERN APPALACHIAN REGION. FINAL REPORT. 1JAN68, 170P.

THE PURPOSES OF THIS STUDY WERE TO PROVIDE A PROFILE OF INDUSTRIAL ARTS IN THE PUBLIC SECONDARY SCHOOLS OF THE SOUTHERN APPALACHIAN REGION IN 1964-65 AND TO COMPARE THESE FINDINGS WITH RESULTS OF THE NATIONAL STUDY, "INDUSTRIAL ARTS EDUCATION," BY SCHMITT AND PELLEY, AFTER USING THE SAME TWO QUESTIONNAIRES. THE DATA COLLECTED FROM PRINCIPALS AND TEACHERS OF 277 SCHOOLS IN 198 COUNTIES OF GEORGIA, KENTUCKY, NORTH CAROLINA, TENNESSEE, VIRGINIA, AND WEST VIRGINIA WERE CONTROLLED FOR 10 ENROLLMENT SIZES AND FOUR TYPES OF SCHOOLS. FINDINGS INCLUDED--(1) 48.1 PERCENT OF THE REGIONAL SCHOOLS HAD PROGRAMS COMPARED WITH 74 PERCENT NATIONALLY, (2) THE REGIONAL AND NATIONAL GROUPS AGREED ON THE FIRST AND SECOND RANKED OBJECTIVES AS BEING "TO DEVELOP IN EACH STUDENT A MEASURE OF SKILL IN THE USE OF COMMON TOOLS AND MACHINES" AND "TO DISCOVER AND DEVELOP CREATIVE TECHNICAL TALENTS," (3) REQUIRED INDUSTRIAL ARTS PROGRAMS IN ELEMENTARY "FEEDER" SCHOOLS WERE MINIMAL, (4) REQUIRING INDUSTRIAL ARTS AS A COURSE OF STUDY HAD INCREASED, ESPECIALLY IN THE PAST 4 YEARS, AND THE INCREASE WAS SLIGHTLY HIGHER THAN THE NATIONAL GAIN EXCEPT AT THE 10TH GRADE, (5) REGIONALLY, MORE OF THE SCHOOLS ALLOWED SUBSTITUTION OF INDUSTRIAL ARTS FOR SCIENCE THAN NATIONALLY, (6) THE MEAN REGIONAL EXPENDITURES FOR EQUIPMENT WERE $574 AND FOR SUPPLIES $592, ABOUT HALF THE NATIONAL MEAN, (7) THE REGION'S PATTERN OF WORK EXPERIENCE PROGRAMS WAS GENERALLY SIMILAR TO THE NATIONAL PATTERN, (8) REGIONAL SCHOOLS AVERAGED 1.4 INDUSTRIAL ARTS TEACHERS PER SCHOOL COMPARED WITH 2.2 NATIONALLY, (9) THE REGION'S TEACHERS HELD AN AVERAGE OF 5.3 PERCENT MORE BACHELOR'S DEGREES AND 6.6 PERCENT FEWER MASTER'S DEGREES THAN DID THE NATION'S TEACHERS, (10) THE REGION HAD FEWER BELOW AVERAGE STUDENTS ENROLLED, AND (11) REGIONAL SALARIES WERE $1,050 LOWER THAN THE NATIONAL AVERAGE. DATA, THE SURVEY INSTRUMENTS, AND TECHNICAL NOTES ARE INCLUDED. (EM)

ED017731 VT004940
PROCEDURAL GUIDE FOR WRITING OF PROPOSALS. 68, 45P.

THE PROCEDURES TO BE FOLLOWED IN THE PREPARATION, SUBMISSION, AND APPROVAL OF APPLICATIONS FOR FUNDS TO SUPPORT RESEARCH, TRAINING, EXPERIMENTAL DEVELOPMENTAL PROGRAMS, AND PILOT PROGRAMS IN VOCATIONAL EDUCATION ARE OUTLINED. THE AREAS DISCUSSED ARE (1) SOURCES OF FUNDS, (2) PROCEDURE FOR SUBMISSION OF RESEARCH PROPOSALS, (3) TYPES OF PROPOSALS, (4) REVIEW PROCEDURE FOR PROPOSALS, (5) THE FORMAT OF THE PROPOSAL DOCUMENT, (6) FINAL REPORTS OF FUNDED PROJECTS, (7) CRITERIA FOR EVALUATING PROPOSALS, AND (8) EDUCATIONAL RESEARCH PRIORITY AREAS FOR 1967-68 AS PERCEIVED BY THE UNITED STATES OFFICE OF EDUCATION'S BUREAU OF RESEARCH. THE APPENDIXES INCLUDE (1) OUTLINES AND CRITERIA FOR EVALUATING DIFFERENT KINDS OF PROPOSALS, (2) CHECKLIST FOR PROPOSAL REVIEW, AND (3) FACSIMILES OF THE PRELIMINARY APPLICATION FORM, THE BUDGETARY FORMAT, AND A WORKSHEET. THIS GUIDE REPRESENTS ONE OF THE ONGOING EFFORTS OF THE WEST VIRGINIA RESEARCH COORDINATING UNIT FOR VOCATIONAL EDUCATION TO STIMULATE, COORDINATE, AND DISSEMINATE RESEARCH AND RESEARCH FINDINGS WITHIN THE STATE OF WEST VIRGINIA. (ET)

ED017734 VT005042
OCCUPATIONAL EDUCATION--PLANNING AND PROGRAMMING. VOLUME TWO. SEP67, 279P.

ADDITIONAL POSITION PAPERS BASED ON INFORMATION GATHERED IN THE RECONNAISSANCE SURVEYS OF PLANNING AND PROGRAMMING IN OCCUPATIONAL EDUCATION, REPORTED IN VOLUME ONE (VT 005 041), ARE PRESENTED. PART IV, CONCERNED WITH PROGRAM STRUCTURE AND BUDGETING AND THEIR RELATION TO THE PLANNING PROCESS, INCLUDES THE PAPERS--(1) "CURRENT POLICIES AND PRACTICES," BY ARNOLD KOTZ, (2) "THE PROGRAM BUDGET--ITS VALUE TO EDUCATION AT FEDERAL, STATE, AND LOCAL LEVELS," BY ROBERT N. GROSSE, (3) "BUDGETING FOR VOCATIONAL-TECHNICAL EDUCATION," BY THOMAS G. FOX, AND (4) "THE VOCATIONAL EDUCATION ACT OF 1963--INTERGOVERNMENTAL FISCAL RELATIONS," BY BRUCE F. DAVIE. PART V, AN ATTEMPT TO CLARIFY THE THEORETICAL AND METHODOLOGICAL ISSUES OF AN ECONOMIC ANALYSIS OF VOCATIONAL EDUCATION, INCLUDES (1) "BENEFIT COST ANALYSIS OF VOCATIONAL EDUCATION--A SURVEY," BY BRUCE DAVIE, (2) "ECONOMIC CONCEPTS AND CRITERIA FOR INVESTMENT IN VOCATIONAL EDUCATION," BY ERNST STROMSDORFER, (3) "A BENEFIT-COST FRAMEWORK FOR EDUCATION," BY ROBERT SPIEGELMAN, (4) "A SUMMARY GUIDE FOR BENEFIT COST ANALYSIS," BY EINAR HARDIN, (5) "MANPOWER DEMAND AND SUPPLY," BY ARNOLD KOTZ, (6) "EVALUATION OF SUPPLY-DEMAND PROJECTIONS, CONCEPTS, AND TECHNIQUES," BY THAYNE ROBSON, (7) "FORECASTING OCCUPATIONAL JOB REQUIREMENTS," BY NORMAN MEDVIN, (8) "MANPOWER REQUIREMENTS TO MEET NATIONAL GOALS IN RESEARCH AND DEVELOPMENT," BY LEONARD A. LECHT, AND (9) "EVALUATION" AND (10) "ORGANIZATION FOR PLANNING," BY ARNOLD KOTZ. A 15-PAGE "CHECKLIST FOR SCHOOL EVALUATION," A BIBLIOGRAPHY OF 111 REFERENCES, AND TRANSCRIPTS OF SEVERAL GROUP DISCUSSIONS ARE INCLUDED. THIS DOCUMENT IS AVAILABLE FOR $6.00 FROM STANFORD RESEARCH INSTITUTE, ROSSLYN PLAZA, 1611 NORTH KENT STREET, ARLINGTON, VIRGINIA 22209. (EM)

ED017744 VT005420
PROGRESS REPORT OF VOCATIONAL-TECHNICAL EDUCATION PROGRAM DEVELOPMENT FOR PERSONS WITH SPECIAL NEEDS BY STATES. DISCUSSION COPY. DEMOND, ALBERT L.; AND OTHERS, 6FEB68, 220P.

PROGRAMS DEVELOPED SINCE THE PASSAGE OF THE VOCATIONAL EDUCATION ACT OF 1963 ARE REPORTED FOR EACH STATE, GUAM, PUERTO RICO AND THE VIRGIN ISLANDS. EACH REPORT INCLUDES INTRODUCTORY INFORMATION AND THE OCCUPATIONAL AREAS IN WHICH TRAINING IS BEING OFFERED. A LARGE NUMBER OF SUCCESSFUL PROGRAMS ARE GETTING SUBSTANTIAL RESULTS IN REDUCING SCHOOL DROPOUTS, INCREASING SCHOOL ACHIEVEMENT AND ATTENDANCE, REHABILITATING SCHOOL-LEAVERS AND UNEMPLOYED YOUTH AND ADULTS, REGENERATING SCHOOL "SIT-INS" WITH NEW MOTIVATION, AND SUCCESSFULLY PLACING PERSONS IN ENTRY-LEVEL JOBS. THE NATIONAL AVERAGE OF VOCATIONAL EDUCATION FUNDS SPENT FOR PROGRAMS FOR PERSONS WITH SPECIAL NEEDS IS 3.7 PERCENT. EXAMPLES OF DEVELOPMENTS ARE--(1) OF 951,000 ENROLLEES IN VOCATIONAL EDUCATION IN CALIFORNIA, 32,048 WERE SERVED IN SPECIAL NEEDS PROGRAMS, (2) IN COLORADO, A SYSTEM OF SPECIAL PROGRAMS FOR INMATES OF CORRECTIONAL INSTITUTIONS HAS BEEN INITIATED, (3) TWO REGIONAL CENTERS FOR THE EDUCABLE MENTALLY RETARDED HAVE BEEN ESTABLISHED IN CONNECTICUT, (4) MINNESOTA IS OPERATING A REHABILITATION CENTER FOR CULTURALLY AND EDUCATIONALLY DEPRIVED YOUTH AND ADULTS, AND (5) OREGON IS SERVING 5,000 DROPOUTS AND NEAR-DROPOUTS IN A PERSONALIZED EMPLOYMENT PROGRAM. SUMMARIES OF RESULTS OF 22 PROJECTS DEALING WITH THE HANDICAPPED ARE INCLUDED. THE APPENDIXES LIST (1) THE ESTIMATED TOTAL EXPENSES FOR VOCATIONAL EDUCATION FOR THE FISCAL YEAR 1968, (2) PROJECTED PROGRAM ACTIVI-

TIES FOR NEW TEACHERS, 1968, (3) CLASSIFICATION OF PERSONS WITH SPECIAL NEEDS, (4) A SUMMARY OF MAJOR POINTS IN DEVELOPING PROGRAMS FOR PERSONS WITH SPECIAL NEEDS, AND (5) A DIRECTORY OF STATE OFFICIALS RESPONSIBLE FOR THE SPECIAL NEEDS PROGRAMS. (WB)

ED017791 AC001490
THE PLANNING AND COST-BENEFIT ANALYSIS OF SOCIAL INVESTMENTS. SCOTT, NORMAN; AND OTHERS, FEB67,
DOCUMENT NOT AVAILABLE FROM EDRS.

THIS ARTICLE EXPLAINS COST BENEFIT ANALYSIS, NEWEST OF THE TECHNIQUES FOR ASSESSING THE EFFICIENCY OF PUBLIC EXPENDITURES. WHEREAS SOCIAL BENEFITS ARE EXCLUDED FROM ORDINARY FINANCIAL ANALYSIS OF INVESTMENT, COST BENEFIT ANALYSIS TRACES EFFECTS OVER THE ENTIRE PERIOD OF REPERCUSSIONS ON THE ECONOMY AND THEREFORE ON PRESENT AND FUTURE SOCIAL WELFARE, TO RECONCILE PRIVATE GOOD WITH SOCIAL GOOD AND PRIVATE COST WITH SOCIAL COST SO IMPORTANT WHERE THE STATE IS INCREASINGLY ASSUMING ECONOMIC RESPONSIBILITIES. GENERAL TECHNIQUES AND MAIN CHARACTERISTICS OF ECONOMIC PLANNING ARE DISCUSSED, AND A MACRO-ECONOMIC PLANNING MODEL DEVISED AS A 15-YEAR PLAN FOR POLAND IS DESCRIBED. QUESTIONS ANSWERED ARE WHAT TO INCLUDE AS COSTS AND BENEFITS, HOW TO VALUE THEM BY ESTABLISHING SHADOW PRICES AND OPPORTUNITY COSTS, WHICH DISCOUNT RATES TO USE IN REDUCING FUTURE VALUES TO PRESENT VALUES FOR COMPARING PRESENT COSTS, AND WHAT TECHNICAL AND SOCIAL CONSTRAINTS THE PLANNER MEETS. CASE STUDIES RELATED TO MANAGEMENT, INDUSTRIAL RELATIONS, AND MANPOWER TRAINING PRESENT COST BENEFIT ANALYSES OF MANPOWER RETRAINING IN WEST VIRGINIA, RETRAINING IN CONNECTICUT, AND REHOUSING 500 INDIAN FAMILIES IN SOUTH DAKOTA. EMPHASIZED ARE IMPLICATIONS FOR ECONOMIC PLANNING AND DEVELOPMENT OF GENERALIZED USE OF COST BENEFIT TECHNIQUES TO APPLY TO SECTOR AND NATIONAL PLANNING LEVELS. THIS DOCUMENT APPEARED IN THE BULLETIN OF THE INTERNATIONAL INSTITUTE FOR LABOUR STUDIES, NUMBER 2, FEBRUARY 1967. 44 PAGES. (RT)

ED017803 AC001914
PROGRAMMED INSTRUCTION GUIDE. 67,
DOCUMENT NOT AVAILABLE FROM EDRS.

ORIGINALLY DEVELOPED FOR THE USE OF TEACHERS AND INDUSTRIAL TRAINING PERSONNEL INTERESTED IN THE AVAILABILITY OF PROGRAMED LEARNING MATERIALS, THIS GUIDE IS BASED ON THE PROGRAMED MEDIA COLLECTION OF THE EDUCATIONAL TECHNOLOGY INFORMATION CENTER, OFFICE OF EDUCATIONAL RESOURCES, NORTHEASTERN UNIVERSITY, IT WILL BE UPDATED AND PUBLISHED TWICE A YEAR. IT INCLUDES LISTS OF BIBLIOGRAPHIES (WRITTEN SINCE 1962) OF PROGRAMED LEARNING MATERIALS AVAILABLE COMMERCIALLY, AND LISTS OF PERIODICALS, PRODUCERS, AND DEVICES. IN THE DATA BANK, 1,773 PROGRAMS (4,036 SEPARATE PIECES) ARE LISTED AND EVALUATED. THE FOLLOWING INFORMATION IS GIVEN FOR EACH--AUTHOR, TITLE, CLASSIFICATION NUMBER, SUPPLEMENTARY MATERIAL INCLUDED, SUBJECT MATTER COVERED, PROGRAM SOURCE, STYLE, SOURCE OF INFORMATION ABOUT THE PROGRAM HOURS NEEDED TO COMPLETE IT, LEVEL, COST, AVAILABILITY, AND PUBLICATION DATE. EVALUATIVE DATA FOR EACH PROGRAM INCLUDES SPECIFICATION OF TERMINAL OBJECTIVES, PROGRAM PREREQUISITES, TARGET POPULATION, CONTENT, INTEGRAL TESTS, AND RESULTS OF FIELD TRAILS. DATA ON PROGRAMS PUBLISHED OUTSIDE THE UNITED STATES WILL BE INCLUDED IN THE NEXT EDITION. THERE IS A SUBJECT INDEX AND INSTRUCTIONS FOR USING THE DATA BANK. THIS DOCUMENT IS AVAILABLE FROM ENTELEK INCORPORATED, 42 PLEASANT ST., NEWBURYPORT, MASS. 01950 301 PAGES. (AJ)

ED017816 AC002029
SIMULATION GAMING FOR MANAGEMENT DEVELOPMENT. 67,
DOCUMENT NOT AVAILABLE FROM EDRS.

THE PRESENT HARVARD BUSINESS SCHOOL MANAGEMENT SIMULATION GAME WAS DEVELOPED AS A TEACHING DEVICE FOR CLASSES OF 20 OR MORE STUDENTS GROUPED INTO FOUR- AND FIVE-MAN TEAMS CALLED "FIRMS." EACH FIRM COMPETES WITH OTHERS IN AN "INDUSTRY," AN ECONOMIC ABSTRACTION OF A CONSUMER GOODS MARKET PROGRAMED TO BE SIMULATED ON AN ELECTRONIC DIGITAL COMPUTER. BUDGETS PREPARED BY EACH FIRM ARE RUN TO PRODUCE A SET OF ACCOUNTING STATEMENTS ON WHICH THE PARTICIPANTS DETERMINE THE NEXT SET OF MOVES. THE MODEL REQUIRES ABOUT TEN HOURS OF INDIVIDUAL ANALYSIS PER MOVE, WITH THREE HOURS ALLOWED FOR EACH MOVE. THE FACULTY ACTS AS THE BOARD OF DIRECTORS, RAISING QUESTIONS AND PROBING STUDENTS' REASONS FOR THEIR DECISIONS. THE SIMULATION WAS DEVELOPED TO INTEGRATE THE FUNCTIONAL COURSES OF MARKETING, PRODUCTION, AND FINANCE INTO AN OVERALL STRATEGY IMPLEMENTATION EXERCISE, TO INVOLVE PARTICIPANTS IN THE UTILIZATION OF ANALYTICAL TECHNIQUES IN A DYNAMIC PROBLEM SOLVING ACTIVITY, AND TO REQUIRE INDIVIDUALS TO COOPERATE AND COMMUNICATE OVER A PERIOD OF TIME TO SOLVE A COMPLEX PROBLEM. WAR GAMING AS THE BASIS FOR BUSINESS GAMING, THE EVOLUTION OF THE SIMULATION MODEL, AND HOW IT HAS BEEN USED IN VARIOUS BUSINESS GAMES ARE DISCUSSED. THIS DOCUMENT IS AVAILABLE, FOR $4.00, FROM DIVISION OF RESEARCH, HARVARD BUSINESS SCHOOL, SOLDIERS FIELD, BOSTON, MASS. 02163. 189 PAGES. (AUTHOR/AJ)

ED017824 AC002041
GUIDELINES FOR TRAINING SITUATION ANALYSIS (TSA). FINAL REPORT. CHENZOFF, ANDREW P.; FOLLEY, JOHN D., JR., JUL65,
DOCUMENT NOT AVAILABLE FROM EDRS.

THESE GUIDELINES REPRESENT A TEXTBOOK FOR INSTRUCTION IN THREE PHASES OF TRAINING SITUATION ANALYSIS (TSA), A STANDARDIZED PROCEDURE DEVELOPED BY THE NAVAL TRAINING DEVICE CENTER FOR SYSTEMATICALLY GATHERING AND INTERPRETING THE INFORMATION RELEVANT TO THE PLANNING OF TRAINING AND TRAINING DEVICES. THREE PHASES OF TSA ARE DESCRIBED IN DETAIL--SYSTEM FAMILIARIZATION, TASK ANALYSIS METHOD AND TRAINING ANALYSIS PROCEDURE. SYSTEM FAMILIARIZATION PROVIDES AN ORIENTATION TO THE TRAINING PROBLEM, THE SYSTEM STRUCTURE AND FLOW, AND THE EQUIPMENT. TASK ANALYSIS METHOD PRODUCES A SET OF TASK DESCRIPTIONS CONTAINING THE INFORMATION NECESSARY FOR MAKING TRAINING DEVICE DECISIONS. TRAINING ANALYSIS PROCEDURE PRODUCES A RANKING OF TASKS BASED UPON THE POTENTIAL BENEFIT TO SYSTEM PERFORMANCE AS A RESULT OF TRAINING AND THE COST OF THAT TRAINING. RECOMMENDATIONS FOR THE CONDUCT OF THESE THREE PHASES AND SUGGESTED WORKING FORMS ARE PRESENTED. THIS DOCUMENT, AD-472-155, IS AVAILABLE FROM THE CLEARINGHOUSE FOR FEDERAL AND SCIENTIFIC INFORMATION, SPRINGFIELD, VA. 22151. MICROFICHE $0.65. HARDCOPY $3.00. 190 PAGES. (AUTHOR)

ED017969 EA001056
MULTISTATE CONFERENCE, TO STRENGTHEN STATE-LOCAL RELATIONSHIPS IN URBAN EDUCATION (NEW YORK CITY, NOVEMBER 27-30, 1966). PARTS I AND II. FIRMAN, WILLIAM D.; AND OTHERS, 67, 172P.

THIS DOCUMENT IS COMPRISED OF TEN PAPERS PRESENTED AT A MULTISTATE CONFERENCE ON THE STRENGTHENING OF STATE-LOCAL RELATIONSHIPS IN URBAN EDUCATION. PART I OF THE DOCUMENT SUMMARIZES THE TOPICS WHICH ARE PRESENTED VERBATIM IN PART II. TOPICS DISCUSSED INCLUDE--(1) URBAN EDUCATION AND THE DEMONSTRATION CITIES PROGRAM, (2) RESEARCH AND DEVELOPMENT GROUPS AND THE STATE AND URBAN SITUATIONS, (3) INADEQUACIES OF PRESENT CITY AND STATE PROGRAMS FOR THE FINANCIAL SUPPORT OF EDUCATION IN URBAN AREAS, (4) LEGAL STRUCTURE OF STATE EDUCATION DEPARTMENTS IN RELATION TO ASSISTING URBAN AREAS, (5) INCREASING INTERRELATIONSHIP OF STATE EDUCATION DEPARTMENTS AND OTHER AGENCIES OF STATE AND FEDERAL GOVERNMENT, AND (6) EDUCATION IN THE LARGE CITIES IN THE FUTURE. (DG)

ED017970 EA001057
PLANNING AND FINANCING SCHOOL-COMMUNITY RECREATION. REPORT OF THE NATIONAL CONFERENCE ON PLANNING AND FINANCING SCHOOL-COMMUNITY RECREATION (LOS ANGELES, DECEMBER 27-30, 1966). TROESTER, CARL A., JR.; AND OTHERS, 67, 113P.
HC NOT AVAILABLE FROM EDRS.

INCREASED PRESSURES FOR PROVIDING VARIOUS PUBLIC RECREATION PROGRAMS HAVE LED COMMUNITIES AND SCHOOL DISTRICTS TO SEARCH FOR INCREASED FINANCIAL SUPPORT TO MAINTAIN RECREATION SERVICES AT EXISTING LEVELS OR TO INITIATE NEW PROGRAMS. THIS BOOK IS A COLLECTION OF PAPERS PRESENTED AT THE NATIONAL CONFERENCE ON PLANNING AND FINANCING SCHOOL-COMMUNITY RECREATION IN LOS ANGELES, CALIFORNIA, DECEMBER 27-30, 1966, SPONSORED BY THE RECREATION DIVISION OF THE AMERICAN ASSOCIATION FOR HEALTH, PHYSICAL EDUCATION, AND RECREATION. THE CONFERENCE PROGRAM FOCUSED ON SUCH TOPICS AS (1) FEDERAL, STATE, AND LOCAL PATTERNS OF SUPPORT, (2) SOURCES AND METHODS OF OBTAINING FUNDS, (3) AVAILABILITY OF RESOURCES FOR PROGRAM, LEADERSHIP, RESEARCH, PLANNING, AND ACQUISITION AND DEVELOPMENT, AND (4) REPORTS OF SUCCESSFUL CITY, COUNTY, AND SCHOOL PROGRAMS OF RECREATION. PRACTICAL SOLUTIONS TO THE SPECIFIC AND IMMEDIATE PROBLEMS OF PAYING FOR NEEDED RECREATIONAL FACILITIES AND PROGRAMS WERE EMPHASIZED. THIS DOCUMENT IS AVAILABLE IN HARD COPY FROM AMERICAN ASSOCIATION FOR HEALTH, PHYSICAL EDUCATION AND RECREATION, A DEPARTMENT OF THE NATIONAL EDUCATION ASSOCIATION, 1201 SIXTEENTH STREET, N.W., WASHINGTON, D.C. 20036. (HW)

ED017979 EA001138
POLITICS, ECONOMICS, AND EDUCATIONAL OUTCOMES IN THE STATES. FINAL REPORT. MAR67, 25P.

THE EFFECTS OF POLITICAL, ECONOMIC, AND SOCIOECONOMIC VARIABLES ON EDUCATIONAL POLICIES OF THE 50 STATES WERE EXAMINED IN THIS DOCUMENT. UTILIZING A SYSTEMS ANALYSIS FRAMEWORK, THE AUTHOR EXPLORED NUMEROUS SYSTEMIC OUTPUTS SUCH AS PER PUPIL EXPENDITURES, PER CAPITA EDUCATIONAL EXPENDITURES, AND AVERAGE TEACHER SALARY. THE PRINCIPAL FINDING OF THE STUDY WAS THAT ECONOMIC DEVELOPMENT VARIABLES ARE MORE INFLUENTIAL THAN POLITICAL SYSTEM CHARACTERISTICS IN SHAPING EDUCATIONAL POLICY IN THE STATES. (DG)

ED017982 EA001172
THE ROLE AND POLICYMAKING ACTIVITIES OF STATE BOARDS OF EDUCATION. REPORT ON A SPECIAL STUDY PROJECT. SEP67, 84P.

SPONSORED BY STATE BOARDS OF EDUCATION IN ELEVEN REPRESENTATIVE STATES (ARKANSAS, COLORADO, CONNECTICUT, GEORGIA, NEW MEXICO, OHIO, OREGON, PENNSYLVANIA, SOUTH DAKOTA, MINNESOTA, AND WEST VIRGINIA), THIS STUDY CENTERS AROUND SEVEN BASIC PROBLEMS--(1) CONCEPTS OF "POLICY" AND "POLICYMAKING" IN STATE AND LOCAL EDUCATIONAL ADMINISTRATION ARE NOT CLEAR AND PRECISE, (2) STATE EDUCATIONAL AGENCIES ARE GENERALLY REQUIRED TO DEVELOP ALL RULES AND REGULATIONS GOVERNING EXTERNAL ADMINISTRATION, BUT FEW STATE OFFICIALS ARE FAMILIAR WITH THIS ASPECT OF POLICYMAKING, (3) FEW STATE AGENCIES HAVE WELL-DEVELOPED PROGRAM PLANS OR KNOW HOW TO DEVELOP FUNCTIONAL PROGRAM PLANS ON AN AGENCY-WIDE BASIS, (4) FEW STATE AGENCIES ARE FULLY AWARE OF THE DEGREE TO WHICH THEY ARE CONTROLLED BY OTHER STATE AGENCIES, (5) FEW STATE EDUCATIONAL AGENCIES HAVE DEVELOPED AND CODIFIED A BODY OF WRITTEN POLICIES, (6) RESEARCH IN STATE EDUCATIONAL ADMINISTRATION IS HANDICAPPED BY THE DIFFICULTY OF OBTAINING OBJECTIVE INFORMATION ABOUT THE "POLICIES" OF STATE EDUCATIONAL AGENCIES, AND (7) STATE BOARDS OF EDUCATION HAVE NOT BEEN AWARE OF THEIR POLICY DECISIONMAKING RESPONSIBILITIES. (HW)

ED017996 EA001194
CORRELATIONAL AND FACTORIAL ANALYSES OF ITEMS FROM THE EDUCATIONAL OPPORTUNITIES SURVEY TEACHER QUESTIONNAIRE. WEINFELD, FREDERIC D.; AND OTHERS, 29DEC67, 75P.

THIS REPORT PRESENTS INTERCORRELATIONS AND FACTOR ANALYSES OF ITEMS FROM THE TEACHER QUESTIONNAIRE ADMINISTERED AS PART OF THE EDUCATIONAL OPPORTUNITIES SURVEY. THE CORRELATIONS AMONG SELECTED ITEMS FROM THE 102-ITEM TEACHER QUESTIONNAIRE WERE COMPUTED TO (1) DISPLAY THEIR INTERRELATIONSHIPS, (2) DOCUMENT THEM FOR OTHER RESEARCHERS, AND (3) SERVE AS A BASIS FOR FACTOR ANALYSES. FACTOR ANALYSES WERE CONDUCTED TO REDUCE THE NUMBER OF ITEMS IN AN EMPIRICALLY MEANINGFUL WAY, THUS REDUCING THE VOLUME OF DATA PROCESSING AND COMPLEXITY OF LATER ANALYSES. ALL ANALYSES WERE CONDUCTED FOR BOTH ELEMENTARY AND SECONDARY TEACHERS USING 45 VARIABLES. AGE, SIZE OF COMMUNITY IN WHICH THE TEACHER SPENT MOST OF HIS LIFE, HIGHEST DEGREE HELD, NUMBER OF CREDITS BEYOND THE HIGHEST DEGREE, YEARS OF TEACHING EXPERIENCE, YEARS TEACHING IN PRESENT SCHOOL, CERTIFICATION, EMPLOYMENT STATUS AND PLANS TO TEACH UNTIL RETIREMENT WERE FOUND TO BE MODERATELY CORRELATED WITH THE TEACHER'S SALARY. PRINCIPAL COMPONENTS ANALYSES OF THE INTERCORRELATIONS AND VARIMAX ROTATIONS OF THE FACTORS YIELDED EIGHT MEANINGFUL FACTORS--EXPERIENCE, TEACHING CONDITIONS, LOCALISM OF BACKGROUND, SOCIOECONOMIC BACKGROUND, TRAINING, COLLEGE ATTENDED, TEACHING RELATED ACTIVITIES, AND PREFERENCE FOR STUDENT ABILITY LEVEL. EA 001 195 IS A RELATED DOCUMENT. (HW)

ED018000 EA001200
JACKSON COUNTY REVISITED, A CASE STUDY IN THE POLITICS OF PUBLIC EDUCATION. GOLDHAMMER, KEITH; PELLEGRIN, ROLAND J., 68, 98P.

THIS DOCUMENT IS A SEQUEL TO "THE JACKSON COUNTY STORY, A CASE STUDY," (ED 011 569) WHICH DESCRIBED THE IMPACT ON A LARGE SUBURBAN SCHOOL DISTRICT OF COMMUNITY CONFLICT WHICH ROSE OVER BOTH EDUCATIONAL AND NON-EDUCATIONAL ISSUES. THE FIRST STUDY ENDED AFTER THE 1962 ELECTIONS IN WHICH A MAJORITY OF CONSERVATIVE CANDIDATES WAS ELECTED TO THE SCHOOL BOARD. THIS SEQUEL DOCUMENT COVERS THE PERIOD BETWEEN THE 1962 AND THE 1966 ELECTIONS. IN 1963, FACED WITH A SCHOOL BOARD WHOSE MAJORITY WAS HOSTILE TO HIM AND TO MANY OF HIS PROGRAMS, THE SUPERINTENDENT RESIGNED. UNDER THE NEW SUPERINTENDENT WHO ALIGNED HIMSELF WITH NEITHER FACTION OF THE SCHOOL BOARD, CONTROVERSY SUBSIDED FOR A TIME. BEFORE THE 1964 ELECTIONS, MAJOR ISSUES CAME BEFORE THE BOARD WHICH SPLIT THE FACTIONS AND THE COMMUNITY INTO LIBERAL AND CONSERVATIVE CAMPS. IN 1964 AND IN 1966, THE LIBERAL COMMITTEE FOR THE PUBLIC SCHOOLS (CPS) WAGED UNIFIED, ORGANIZED CAMPAIGNS FOR ITS CANDIDATES AGAINST THE CONSERVATIVE COUNCIL FOR BETTER EDUCATION. THE TECHNIQUES EMPLOYED BY CPS IN ITS SUCCESSFUL EFFORTS TO CAPTURE A MAJORITY OF THE SCHOOL BOARD POSITIONS ARE DESCRIBED, AND THE EFFECTS OF THE COMMUNITY CONFLICT UPON THE EDUCATIONAL PROGRAM OF THE COUNTY'S SCHOOLS ARE DISCUSSED. THIS DOCUMENT IS ALSO AVAILABLE FOR $2.00 FROM PUBLICATIONS DEPARTMENT, CENTER FOR THE ADVANCED STUDY OF EDUCATIONAL ADMINISTRATION, HENDRICKS HALL, UNIVERSITY OF OREGON, EUGENE, OREGON 97403. (HM)

ED018004 EA001205
FEDERAL POLICY AND THE PUBLIC SCHOOLS, A SERIES OF NINE ESSAYS FOCUSING ON QUESTIONS AND ISSUES AROUND WHICH POLICY EVOLVES. LINDMAN, ERICK L.; AND OTHERS, 67, 40P.
HC NOT AVAILABLE FROM EDRS.

THE GROWING IMPORTANCE OF EDUCATION AND THE PERSISTENT AND EMERGING PROBLEMS AND PRESSURES IMPINGING ON SCHOOL ADMINISTRATORS LED THE EXECUTIVE COMMITTEE OF THE AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS TO AUTHORIZE PREPARATION OF THE NINE ESSAYS IN THIS VOLUME. EACH ESSAY IS CONCERNED WITH THE GENERAL TOPIC "FEDERAL POLICY AND THE PUBLIC SCHOOL" AND FOCUSES ON QUESTIONS AND ISSUES AROUND WHICH NATIONAL POLICY EVOLVES. THE SERIES IS INTENDED TO PROVIDE A THOUGHTFUL BASIS FOR STUDY AND UNDERSTANDING OF THE PROBLEMS AND ISSUES INHERENT IN THE CHANGING RELATIONSHIPS AMONG LEVELS OF GOVERNMENT--(1) ERICK L. LINDMAN, "THE SEARCH FOR A NEW ROLE FOR THE FEDERAL GOVERNMENT IN EDUCATION," (2) LUVERN L. CUNNINGHAM, "EDUCATION AS AN INSTRUMENT FOR REALIZING NATIONAL GOALS," (3) WILLIAM G. CARR, "WHO MAKES EDUCATIONAL POLICY AT THE FEDERAL LEVEL," (4) RICHARD WYNN, "CENTRALIZING TENDENCIES IN EDUCATION," (5) H. THOMAS JAMES, "EMERGING PATTERNS OF FEDERAL, STATE, AND LOCAL CONTROL OF EDUCATION," (6) WILLIAM P. MCLURE, "FINANCING EDUCATION AT THE FEDERAL LEVEL," (7) WENDELL H. PIERCE, "THE IMPACT OF FEDERAL INVOLVEMENT IN EDUCATION ON SIGNIFICANT SOCIAL ISSUES," (8) RICHARD A. DERSHIMER, "GIVING DIRECTIONS TO EDUCATION THROUGH RESEARCH AND DEVELOPMENT," AND (9) GEORGE B. BRAIN AND ERICK L. LINDMAN, "TIME TO EVALUATE FEDERAL EDUCATION PROGRAMS." THESE ESSAYS APPEARED IN "THE SCHOOL ADMINISTRATOR," SCHOOL YEAR, 1966-1967, AND ARE AVAILABLE FOR $2.00 AS ONE DOCUMENT, STOCK NO. 021-00670, FROM THE AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS, 1201 SIXTEENTH STREET, N.W., WASHINGTON, D.C. 20036. (HW)

ED018006 EA001207
"QUESTIONS AS BIG AS THE WORLD AND AS ENDURING AS ETERNITY." 14NOV67, 10P.

NATIONAL INTEREST CALLS FOR MORE ADEQUATELY MEETING OPERATIONAL AND CAPITAL COSTS OF HIGHER EDUCATION. SOME OF THE CONSEQUENCES OF THE DECREASED FEDERAL AID TO EDUCATION ARE DISCUSSED AND PROPOSALS FOR POLICY CONSIDERATIONS ARE ADVANCED. AMONG THE AREAS MOST INFLUENCED BY INADEQUATE FEDERAL SUPPORT ARE SCHOOL LUNCH PROGRAMS, COMMUNITY SERVICES, UNIVERSITY EXTENSION PROGRAMS, NDEA FELLOWSHIPS, FACILITIES CONSTRUCTION, THE INTERNATIONAL EDUCATION ACT, THE TEACHER CORPS, AND THE ELEMENTARY AND SECONDARY EDUCATION ACT. PROPOSALS ADVANCED FOR POLICY CONSIDERATION INCLUDE--(1) AID PROPOSED SHOULD ENCOMPASS BOTH PUBLIC AND PRIVATE INSTITUTIONS OF HIGHER EDUCATION, (2) RECOGNITION SHOULD BE GIVEN TO THE ADVISABILITY OF EXTENDING SUPPORT TO ALL INSTITUTIONS OF HIGHER EDUCATION, (3) PROVISION SHOULD BE MADE FOR EQUITABLE DISTRIBUTION OF AID TO ALL GEOGRAPHICAL AREAS OF THIS COUNTRY IN TERMS OF THE STUDENTS EACH INSTITUTION SERVES, (4) RECOGNITION SHOULD BE GIVEN TO THE COSTLY NATURE OF RESEARCH ACTIVITIES, AND ADDITIONAL LEVELS OF COMPENSATION SHOULD BE AWARDED FOR THIS PURPOSE, AND (5) IN ADOPTING A PROGRAM, IT WOULD BE WELL TO INCORPORATE INTO THE FORMULA A MAXIMUM CEILING FOR FUNDING IN ANY ONE YEAR TO ANY ONE INSTITUTION. THIS ADDRESS WAS DELIVERED TO THE GENERAL SESSION OF THE JOINT CONVENTION OF THE NATIONAL ASSOCIATION OF STATE UNIVERSITIES AND LAND-GRANT COLLEGES AND THE ASSOCIATION OF STATE COLLEGES AND UNIVERSITIES (COLUMBUS, OHIO, NOVEMBER 14, 1967). (HW)

ED018008 EA001210
COOPERATIVE PLANNING FOR EDUCATION IN 1980--OBJECTIVES, PROCEDURES, AND PRIORITIES. REPORTS PREPARED FOR A CONFERENCE OF STATE REPRESENTATIVES (DENVER, COLORADO, NOVEMBER 26-28, 1967). JESSER, DAVID L.; MORPHET, EDGAR L., JAN68, 114P.

THIS DOCUMENT CONTAINS FOUR REPORTS PREPARED TO ASSIST EDUCATORS, LEGISLATORS, AND LAY CITIZENS TO SEE MORE CLEARLY HOW INTEREST, INVOLVEMENT, AND CONCERN CAN BE TRANSPLANTED INTO PLANNING AND ACTION. AUTHORS AND REPORT SUBJECTS INCLUDE--(1) EDGAR L. MORPHET, "THE FUTURE IN THE PRESENT--PLANNING FOR IMPROVEMENTS IN EDUCATION," (2) LAURENCE D. HASKEW, "WHAT LIES AHEAD," (3) KENNETH H. HANSEN, "PLANNING AND CHANGE--DESIGN, DECISION, ACTION," AND (4) ROBERT B. HOWSAM, "PROBLEMS, PROCEDURES, AND PRIORITIES IN DESIGNING EDUCATION FOR THE FUTURE." ED 013 477, ED 013 479, AND ED 013 481 ARE RELATED DOCUMENTS. COPIES OF THIS DOCUMENT ARE ALSO AVAILABLE FROM DESIGNING EDUCATION FOR THE FUTURE, PROJECT OFFICE, 1362 LINCOLN STREET, DENVER, COLORADO 80203. (HW)

ED018014 EA001218
FEDERAL AID HANDBOOK, A GUIDE TO FEDERAL PROGRAMS OPERATED IN NEW YORK STATE LOCAL EDUCATIONAL AGENCIES. PROGRAM AREA GUIDE, 1967 EDITION. 67, 293P.

FEDERAL AID HAS BECOME AN IMPORTANT PART OF EDUCATIONAL FINANCE, AND THERE IS INCREASING INTEREST ON THE PART OF EDUCATORS EVERYWHERE IN PROGRAMS WHICH PROVIDE FEDERAL ASSISTANCE. THIS HANDBOOK WAS PREPARED TO PROVIDE SCHOOL ADMINISTRATORS AND MEMBERS OF BOARDS OF EDUCATION WITH AN OVERVIEW AND BASIC UNDERSTANDING OF THE MANY LAWS WHICH APPLY TO FEDERAL SUPPORT OF EDUCATION. IT IS DIVIDED INTO TWO SEPARATE BOOKS--PART I, DESIGNED TO SERVE THE ADMINISTRATOR AS A QUICK GUIDE TO PROVISIONS, IDENTIFIES THE MANY PROGRAMS BY SUBJECT AREA SERVED, AND PART II PRESENTS A MORE DETAILED SUMMARY OF THE FEDERAL ACTS BY WHICH PROGRAMS ARE SUPPORTED. THE HANDBOOK ALSO CONTAINS A CHRONOLOGICAL OUTLINE OF FEDERAL LEGISLATION FROM 1777 THROUGH 1966 AND A DESCRIPTION OF TWO SEPARATE TYPES OF ACCOUNTING SYSTEMS WITH WHICH LOCAL EDUCATIONAL ORGANIZATIONS MUST BE CONCERNED IN HANDLING FEDERAL FUNDS--INTERNAL ACCOUNTING AND FEDERAL AUDIT ACCOUNTING. (HW)

ED018027 EC001112
FACTORS RELATED TO SPECIAL EDUCATION SERVICES. CEC RESEARCH MONOGRAPH SERIES B, NO. B-3. 67, 70P.
HC NOT AVAILABLE FROM EDRS.

THE PURPOSE OF THE STUDY WAS TO DETERMINE THE ECONOMIC AND DEMOGRAPHIC FACTORS UNDERLYING PUBLIC PROVISIONS FOR EXCEPTIONAL CHILDREN IN 101 ILLINOIS COUNTIES (COOK EXCLUDED) AND TO DEVELOP A DIAGNOSTIC TECHNIQUE TO INDICATE WHETHER COUNTIES COULD BE EXPECTED TO MAKE SUCH PROVISIONS. SERVICES STUDIED WERE THOSE FOR THE DEAF, THE SPEECH HANDICAPPED, THE EDUCABLE MENTALLY HANDICAPPED, AND THOSE OF A DIRECTOR OF SPECIAL EDUCATION. THE PROPORTIONS RECEIVING EACH SERVICE WERE DETERMINED, AND 21 ECONOMIC AND DEMOGRAPHIC CHARACTERISTICS WERE REDUCED BY FACTOR ANALYSIS TO SIX CLUSTERS OF VARIABLES. THE URBAN FACTOR ACCOUNTED FOR 44 PERCENT OF THE VARIANCE, EDUCATION FOR 13 PERCENT, SOCIOECONOMIC STATUS FOR 8 PERCENT, RURAL OCCUPATIONS FOR 6 PERCENT, FINANCIAL ABILITY FOR 5 PERCENT, AND POPULATION GROWTH FOR 4 PERCENT. A SINGLE INDEX SCORE WAS OBTAINED FROM THE FACTOR SCORES AND USED TO RANK THE COUNTIES. PROVIDING SERVICES FOR DEAF

CHILDREN WERE NINE OF 12 HIGH EXPECTANCY COUNTIES, FOR THE SPEECH HANDICAPPED 62 OF 67, FOR THE EDUCABLE MENTALLY HANDICAPPED IN ELEMENTARY PROGRAMS 59 OF 63, AND FOR THE EDUCABLE MENTALLY HANDICAPPED IN SECONDARY PROGRAMS FIVE OF NINE. OF 24 HIGH EXPECTANCY COUNTIES, 17 HAD THE SERVICES OF A DIRECTOR OF SPECIAL EDUCATION. THE STUDY, THEREFORE, IMPLIED THAT LEGISLATIVE OR ADMINISTRATIVE PROVISIONS SHOULD BE BASED ON THOSE FACTORS RELATED TO THE SUPPORT OF SPECIAL EDUCATION SERVICES AND DEVELOPED AN EXPECTANCY INDEX TO SERVE AS THE MEANS OF STUDYING COUNTIES IN TERMS OF THOSE FACTORS. A 17-ITEM BIBLIOGRAPHY, APPENDIXES OF FACTOR AND INDEX SCORES PER COUNTY IN SERVICES FOR THE DEAF, AND 20 FIGURES AND TABLES ARE PROVIDED. THIS DOCUMENT IS AVAILABLE FROM THE COUNCIL FOR EXCEPTIONAL CHILDREN, NEA, 1201 16TH STREET, N.W., WASHINGTON, D.C. 20036, FOR $2.00. (DF)

ED018067 EF001086
BUILDINGS AND FACILITIES FOR THE MATHEMATICAL SCIENCES. FRAME, J. SUTHERLAND; MCLEOD, JOHN W., 63,
DOCUMENT NOT AVAILABLE FROM EDRS.

THIS BOOK IS CONCERNED WITH THE PLANNING AND DESIGNING OF FACILITIES FOR THE MATHEMATICAL SCIENCES IN COLLEGES, UNIVERSITIES, AND SECONDARY SCHOOLS. IT IS INTENDED FOR THREE GROUPS--(1) MATHEMATICIANS, (2) ARCHITECTS, AND (3) ADMINISTRATORS. PART ONE PRESENTS BROAD CONCEPTS IN THE PLANNING OF FACILITIES FOR MATHEMATICAL SCIENCES. INCLUDED ARE TRENDS IN INSTITUTIONS, JOB OPPORTUNITIES, STUDENT ENROLLMENT, TEACHER SHORTAGES, AND THE FINDINGS OF THE PROJECT QUESTIONNAIRE. SAMPLE ANALYSES OF SPACE NEEDS FOR THE MATHEMATICAL SCIENCES IN SMALL, MEDIUM, AND LARGE-SIZED INSTITUTIONS AND APPROPRIATE ARCHITECTURAL SOLUTIONS ARE PRESENTED. PART TWO PRESENTS DETAILED CONSIDERATIONS INVOLVED IN PLANNING INSTRUCTIONAL AREAS, STUDY AND RESEARCH AREAS, ADMINISTRATIVE AND PUBLIC AREAS, AND DEPARTMENTAL LIBRARIES FOR THE MATHEMATICAL SCIENCES. ALSO EXAMINED IS THE GROWTH, ORGANIZATION, FUNCTION, LOCATION, AND PROTECTION OF THE MODERN COMPUTATION CENTER, INCLUDING AN ANALYSIS OF THE VARIOUS AREAS AND FACILITIES REQUIRED. PART THREE ANALYZES THE NEEDS FOR SPACE AND FACILITIES FOR MATHEMATICAL INSTRUCTION IN SECONDARY SCHOOLS, EXAMINED IN THE LIGHT OF ENROLLMENT TRENDS, TEACHER SHORTAGES, COURSE CONTENT IMPROVEMENT STUDIES, AND NEW INSTRUCTIONAL PROCEDURES. THE NEEDS INCLUDE APPROPRIATE FACILITIES FOR CLASSROOM INSTRUCTION, MATHEMATICAL LABORATORIES AND AREAS FOR INDIVIDUAL STUDY, LIBRARY, STORAGE AND PREPARATION AREAS, AND OFFICES FOR TEACHERS AND DEPARTMENTAL ADMINISTRATION. PART FOUR IS CONCERNED WITH SOME OF THE IMPORTANT EQUIPMENT AND FACILITIES FOR MATHEMATICAL INSTRUCTION IN COLLEGES AND SECONDARY SCHOOLS. DISCUSSION INCLUDES CHALKBOARDS, OVERHEAD PROJECTORS, FACILITIES FOR REAR-SCREEN PROJECTION, FILMS, TELEVISION, MODELS AND OTHER VISUAL AIDS AND PROGRAMED INSTRUCTIONAL MATERIALS. COPIES OF THIS DOCUMENT MAY BE OBTAINED FROM THE CONFERENCE BOARD OF THE MATHEMATICAL SCIENCES, 2100 PENNSYLVANIA AVENUE, WASHINGTON, D.C. 20037, FOR $2.00 POSTPAID. (RK)

ED018095 EF001528
BASIC PLANNING GUIDE FOR VOCATIONAL AND TECHNICAL EDUCATION FACILITIES. CHASE, WILLIAM W.; AND OTHERS, 65, 41P

THE VOCATIONAL EDUCATION ACT OF 1963 WAS CREATED FOR THE PURPOSE OF IMPROVING EXISTING VOCATIONAL EDUCATION PROGRAMS AND DEVELOPING NEW ONES. ALSO, IT WAS TO ENABLE YOUTHS TO CONTINUE THEIR EDUCATION WHILE PERMITTING PART-TIME EMPLOYMENT. COMMUNITIES DESIRING TO IMPLEMENT SUCH PROGRAMS NEED TO SURVEY THEIR AREA FOR PROGRAM AND BUILDING NEEDS. USE OF QUALIFIED CONSULTANTS SHOULD BE PRECEDED BY CONSIDERATIONS OF QUALIFICATIONS, SELECTION PROCEDURES, AND FUNCTIONS. PLANNING FOR FACILITIES SHOULD REQUIRE CONSIDERATION OF SITE FACTORS AND PROGRAM NEEDS. SPECIFIC DESIGN AND FUNCTION NEEDS ALSO ARE TO BE CONSIDERED. THIS DOCUMENT INCLUDES DEFINITIONS, CHECKLISTS, DIAGRAMS, CHARTS, AND A GLOSSARY OF TERMS. THIS BOOKLET IS AVAILABLE AS CATALOG NUMBER FS 5.280-80040 FOR 20 CENTS FROM THE SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D. C. 20402. (RH)

ED018101 EF001567
INSTITUTIONAL ENROLLMENT INVENTORY. INSTRUCTION MANUAL. JAN68, 51P.

IN DEVELOPING A COMPREHENSIVE PLANNING METHOD FOR DETERMINING SPACE REQUIREMENTS AND UTILIZATION RATES, IT IS NECESSARY TO OBTAIN DATA PERTAINING TO THE NUMBER OF STUDENTS USING THE FACILITIES. TO AID THE PUBLIC HIGHER EDUCATION INSTITUTIONS OF PENNSYLVANIA IN DETERMINING ENROLLMENTS, THE STATE COMMISSION ON ACADEMIC FACILITIES PREPARED THIS ENROLLMENT INVENTORY MANUAL TO PROVIDE METHODS, PROCEDURES AND RELATED DATA FORMS. THE INVENTORY CONSISTS OF FOUR MAJOR PHASES--(1) PROCEDURE FOR THE COMPLETION OF THE FALL ENROLLMENT COURSE SCHEDULE BY PROGRAM, (2) PROCEDURE FOR THE COMPLETION OF THE ANNUAL FALL ENROLLMENT BY SEX, RESIDENCE AND TYPE OF HOUSING, (3) PROCEDURE FOR THE COMPLETION OF THE ANNUAL FALL ENROLLMENT BY PROGRAM AND ACADEMIC LEVEL, AND (4) PROCEDURE FOR THE COMPLETION OF THE ANNUAL FALL OUT-OF-COUNTY ENROLLMENT. EXPLANATION IS GIVEN FOR THE PROCEDURES TO BE FOLLOWED AND THE FORMS TO BE USED IN COMPLETING EACH INVENTORY PHASE. THE NECESSARY CODINGS AND DEFINITIONS ARE GIVEN IN THE APPENDICES. (BH)

ED018114 EM006087
EXPLAINING "TEACHING MACHINES" AND PROGRAMMING. 61,
DOCUMENT NOT AVAILABLE FROM EDRS.

THIS IS A PROGRAMED INSTRUCTION BOOK ON THE SUBJECT OF PROGRAMED INSTRUCTION. IT DEFINES AND COMPARES LINEAR AND BRANCHING PROGRAMING, AND GIVES ADVANTAGES AND DISADVANTAGES OF EACH METHOD. SELF-ORGANIZING PROGRAMING IS ALSO DISCUSSED. FINALLY, THE AUTHOR SUGGESTS SEVERAL STEPS THAT SHOULD BE TAKEN BEFORE ANY TEACHING MACHINE IS SELECTED, AND VARIOUS TEACHING MACHINES ARE PICTURED. THIS DOCUMENT IS AVAILABLE FOR $2.00 FROM FEARON PUBLISHERS, INC., PALO ALTO, CALIF. (JM)

ED018118 EM006108
STUDENT LEARNING FROM TELEVISED MATERIALS IN TRADITIONAL CLASSROOMS EQUIPPED WITH MONITORS COMPARED WITH THAT IN A THEATRE FACILITY SIMILARLY EQUIPPED. STAUDACHER, JOSEPH; AND OTHERS, 67, 20P.

GOALS OF THIS EXPERIMENT WERE TO GATHER COMPARATIVE DATA ON STUDENT ACHIEVEMENT IN TWO CLASSROOM ENVIRONMENTS, STUDENT AND FACULTY ATTITUDES, AND PERSONNEL AND TECHNICAL COSTS. CHI SQUARE ANALYSIS OF FINAL EXAMINATION SCORES SHOWED THAT THE CLASSROOM GROUP LEARNED SIGNIFICANTLY MORE THAN THE THEATER GROUP, BUT THE DISTRIBUTION OF COURSE GRADES DID NOT SUPPORT THIS. EACH STUDENT GROUP PREFERRED ITS USUAL ENVIRONMENT, BUT TEACHERS HAD A SLIGHT PREFERENCE FOR THE CLASSROOM. CLOSED CIRCUIT TV TEACHING REQUIRED LESS EXPENDITURE OF BOTH FACULTY RESOURCES AND TECHNICAL EFFORT. (LH)

ED018130 EM006185
THE TEACHING FILM IN PRIMARY EDUCATION. REPORTS AND PAPERS ON MASS COMMUNICATION, NO. 39. 63, 53P.

PREVAILING SYSTEMS OF FILM PRODUCTION AND USE AND THE POTENTIAL ROLE OF FILMS AND AUDIOVISUAL MEDIA ARE DISCUSSED. THE CONTRIBUTORS, MOSTLY EUROPEAN, DISCUSS FILM IMPACT, PUPILS' AFFECTIVE MECHANISMS, FILM-CHILD ADAPTATION, FILM USE WITH RELATED MATERIALS, EVALUATION, AND PROBLEMS OF PRODUCTION, EQUIPMENT, AND COST DISTRIBUTION. THIS DOCUMENT IS AVAILABLE AS B.1897 FROM NATIONAL DISTRIBUTORS OF UNESCO PUBLICATIONS OR THE MASS COMMUNICATION TECHNIQUES DIVISION, UNESCO, PLACE DE FONTENOY, PARIS-7E, FRANCE, FOR $1.00. (MW)

ED018227 LI000114
LIBRARY SERVICE IN THE ILLINOIS PORTION OF THE ST. LOUIS METROPOLITAN AREA. RESEARCH SERIES NO. 7. FEB66, 99P.

OBJECTIVES OF THE STUDY WERE TO DESCRIBE THE PRESENT ROLE OF PUBLIC LIBRARIES IN MADISON AND ST. CLAIR COUNTIES, TO DETERMINE LIBRARY DEVELOPMENT NEEDS IN THESE METROPOLITAN COMMUNITIES, AND TO ASSESS THEIR LIBRARY FACILITIES IN RELATION TO LIBRARY STANDARDS. DATA FOR THIS STUDY WAS COLLECTED FROM CENSUS REPORTS, UNIVERSITY FACULTY, ANNUAL LIBRARY REPORTS, MAIL QUESTIONNAIRES, INTERVIEWS, AND OBSERVATION. THE PROBLEMS CONFRONTING ALL URBAN LIBRARIES ARE APPARENT HERE. CHANGING POPULATION, AN URBAN CORE OF LOW INCOME GROUPS, AND EDUCATIONAL IMPROVEMENTS HAVE CREATED PRESSURES ON THESE LIBRARIES, FORCING THEM TO MAKE CERTAIN CHANGES IN TRADITIONAL LIBRARY SERVICE. HOWEVER, LIBRARY DEVELOPMENT IN THESE COUNTIES HAS NOT KEPT PACE WITH MANY OTHER URBAN AREAS. RECOMMENDATIONS EMPHASIZE MEETING URBAN LIBRARY PROBLEMS AND ACHIEVING MINIMUM A.L.A. STANDARDS. SPECIFICALLY, (1) ELEMENTARY SCHOOL LIBRARY SERVICE MUST BE EXPANDED, (2) LIBRARY SYSTEMS SHOULD BE FORMED, (3) LIBRARY SUPPORT IN INDIVIDUAL COMMUNITIES MUST BE STRENGTHENED WITH THE AID OF INCREASED TAXES AND FEDERAL AND STATE FUNDS, (4) A PROPOSAL FOR A LIBRARY DEMONSTRATION PROGRAM IN EAST ST. LOUIS SHOULD BE DEVELOPED, (5) RECIPROCAL USE OF LIBRARIES THROUGHOUT THE GREATER ST. LOUIS AREA SHOULD BE EXPLORED, AND (6) MINIMUM EDUCATIONAL QUALIFICATIONS FOR LIBRARIANS SHOULD BE ESTABLISHED. APPENDIXES INCLUDE A BIBLIOGRAPHY OF 24 ITEMS AND THE QUESTIONNAIRES USED. (JB)

ED018280 RC000300
THE IMPACT OF TITLE I (PL 89-10) UPON THE ADMINISTRATIVE OPERATIONS OF FOUR RURAL, ECONOMICALLY DEPRESSED AND CULTURALLY DEPRIVED SCHOOL DISTRICTS. FINAL REPORT. KINCHELOE, JAMES B.; OGLETREE, JAMES R., 67, 109P.

A PROJECT WAS INITIATED BY THE USOE TO DETERMINE THE IMPACT OF TITLE I ON 4 RURAL SCHOOL SYSTEMS THAT WERE CULTURALLY AND ECONOMICALLY DISADVANTAGED. SPECIFICALLY, THE PROJECT ATTEMPTED TO DETERMINE THE TITLE I IMPACT ON (1) ADMINISTRATIVE OPERATIONS, (2) PROCESSES EMPLOYED IN DETERMINING TITLE I ACTIVITIES, (3) THE ACTIVITIES, AND (4) THEIR CONSEQUENCES WITH CHILDREN. DUE TO ORGANIZATION, ADMINISTRATION, AND FINANCIAL PROBLEMS, THE PROJECT WAS NEVER COMPLETED AND THE DATA PRESENTED ARE ONLY PARTIALLY COMPLETE. (JS)

ED018282 RC002242
THE CALIFORNIA COMMITTEE OF TEN REPORT. JUN67,
DOCUMENT NOT AVAILABLE FROM EDRS.

THE COUNTY SCHOOL ORGANIZATION IN CALIFORNIA HAS PERMITTED SOME PIONEERING INTERDISTRICT PROGRAMS TO DEVELOP, AND HAS DEMONSTRATED THE EFFICIENCY AND EFFECTIVENESS OF THE APPROACH. IN SOME AREAS OF THE STATE WHERE COUNTY BOUNDARIES HAVE IMPOSED LIMITATIONS, OPERATIONAL PROGRAMS FOR PROVIDING SPECIAL SERVICES HAVE BEEN DEVELOPED ON A MULTICOUNTY BASIS. MOST OF THESE PROGRAMS ARE HIGHLY EFFECTIVE, AND YET THEY ARE LARGELY WITHOUT PATTERN AND ARE HELD TOGETHER BY LITTLE MORE THAN MUTUAL UNDERSTANDING, WILLINGNESS, AND CONVENIENCE. MOST OF THESE INTERMEDIATE UNITS ARE CONTROLLED BY AN ELECTED COUNTY SUPERINTENDENT, WHICH IS AN ANTIQUATED SYSTEM, AND SHOULD BE CHANGED TO AN APPOINTED POSITION WITH AN ELECTED BOARD. THE ADDITIONAL SERVICES WHICH THESE UNITS ARE PROVIDING SCHOOL DISTRICTS IS PROVING INVALUABLE. THEREFORE, THIS UNIT SHOULD HAVE FULL AUTHORITY FOR ITS OWN BUDGET AND POSSESS FISCAL INDEPENDENCE SIMILAR TO A DISTRICT GOVERNING BOARD. THIS ARTICLE APPEARS IN THE "JOURNAL ON STATE SCHOOL SYSTEMS DEVELOPMENT," VOL. 1, NO. 2, SUMMER 1967, PP. 130-140. (ES)

ED018312 RC002427
PATTERNS OF EXPENDITURES AMONG RURAL NEW HAMPSHIRE SCHOOL DISTRICTS. AUG67, 34P.

IN NEW HAMPSHIRE, NEARLY 90 PERCENT OF THE LOCAL SCHOOL BUDGET IS RAISED THROUGH LOCAL TAXES. BECAUSE OF THIS HIGH DEGREE OF DEPENDENCE ON LOCAL EFFORT, EDUCATIONAL OPPORTUNITY VARIES WITH PREVAILING ECONOMIC CONDITIONS AMONG THE 154 SCHOOL DISTRICTS WHICH HAVE A PUPIL ENROLLMENT OF LESS THAN 2,500. COSTS PER PUPIL IN THESE DISTRICTS DECLINE AS THE PUPIL POPULATION INCREASES. A PATTERN OF LESS TAXABLE WEALTH PER PUPIL AND LOW PER PUPIL EXPENDITURES IS NOTICEABLE IN THE RURAL AREAS OF THE STATE. USUALLY, THE SMALL RURAL DISTRICTS ARE LESS ABLE TO AFFORD EQUAL EDUCATIONAL OPPORTUNITIES. IMPROVEMENT OF THIS SITUATION WILL COME THROUGH STATE AID OR SOME REORGANIZATION OF DISTRICTS. THE STATE PROVIDES MONEY OVER AND ABOVE THE PROCEEDS OF THE TAX OF $14 PER THOUSAND DOLLARS OF EQUALIZED VALUATION FOR EACH DISTRICT. HOWEVER, THE LEGISLATURE HAS NOT APPROVED ADEQUATE FUNDS TO MEET FULLY THE INTENT OF THIS FOUNDATION AID PROGRAM PROVIDED BY LAW. CONSEQUENTLY, SMALL RURAL DISTRICTS SHOULD CONSIDER THE POSSIBILITY OF THE ORGANIZATION OF A COOPERATIVE SCHOOL DISTRICT, OR A REGIONAL ENROLLMENT AREA. (ES)

ED018325 RC002461
PLANNING FOR EDUCATIONAL INNOVATION IN A RURAL STATE. FINAL REPORT. 01MAR68, 48P.

IN REGION 3 AND 5 OF VERMONT, A TITLE III PLANNING PROJECT WAS INITIATED TO DETERMINE THE BEST SOLUTIONS FOR EDUCATIONAL INNOVATION. THE CHIEF CONCERNS REVOLVED AROUND CURRICULAR PROGRAMS, LEADERSHIP AND SUPERVISORY PRACTICES, AND SPECIAL SERVICES FOR STUDENTS. THE PROJECT SERVED 105 SCHOOL DISTRICTS IN NORTH-CENTRAL AND SOUTHEASTERN VERMONT. INCLUDED IN ITS SCOPE WERE ALL THE ELEMENTARY AND SECONDARY PROGRAMS, K-12, IN BOTH PUBLIC AND PRIVATE SCHOOLS. MAJOR RESPONSIBILITIES WERE--(1) TAKE AN INVENTORY OF CURRENT EDUCATIONAL PRACTICES, (2) IDENTIFY AND PUBLICIZE INNOVATIVE PRACTICES IN AREAS OF CURRICULUM, LEADERSHIP, AND SPECIAL SERVICES, (3) ARRANGE SITE VISITS BY EDUCATORS TO PLACES WHERE THE INNOVATIONS WERE IN OPERATION, (4) DISSEMINATE INFORMATION ABOUT SELECTED INNOVATIVE PROGRAMS, AND (5) DRAFT A TITLE III PROJECT PROPOSAL FOR OPERATIONAL GRANTS BASED ON THE FINDINGS OF THE PLANNING GRANT. THIS LAST RESPONSIBILITY WAS NEVER ACCOMPLISHED BECAUSE A DECISION WAS MADE TO ESTABLISH FIVE ACTION CENTERS UNDER A STATE PLAN RATHER THAN EACH REGION APPLYING FOR INDIVIDUAL OPERATIONAL GRANTS. (ES)

ED018326 RC002462
IMPROVING EDUCATIONAL OPPORTUNITIES FOR MEXICAN-AMERICAN HANDICAPPED CHILDREN. APR68, 37P.

DATA AVAILABLE FROM 3 STATES WITH LARGE MEXICAN AMERICAN POPULATIONS INDICATE THAT REFERRAL TO AND ENROLLMENT IN SPECIAL EDUCATION CLASSES OCCURS AT A PERCENTAGE TWICE THAT OF THE PROPORTION OF MEXICAN AMERICANS TO THE GENERAL POPULATION. REASONS FOR SUCH ENROLLMENT ARE ATTRIBUTED TO--(1) MEDICAL AND ENVIRONMENTAL CONDITIONS, (2) ECONOMIC DISADVANTAGEMENT, AND (3) CULTURAL DISADVANTAGEMENT. COMPOUNDING THE PROBLEM IS THE FACT THAT MANY MEXICAN AMERICAN CHILDREN ENTER SCHOOL UNDERSTANDING NEITHER THE ENGLISH LANGUAGE NOR THE CULTURE OF THE SCHOOLS. CURRENT INTELLIGENCE TESTS CANNOT ADEQUATELY JUDGE THE ABILITIES OF SUCH CHILDREN, AND CONSEQUENTLY THEY ARE PLACED IN THE HANDICAPPED CLASSES. BILINGUAL AND CROSS CULTURAL TRAINING HAVE BEEN INITIATED IN SOME STATES AND APPEAR TO HAVE MET WITH SUCCESS. THE BUREAU OF EDUCATION FOR THE HANDICAPPED HAS PROVIDED FEDERAL AID FOR THE DEVELOPMENT OF SEVERAL PROGRAMS WHICH ARE BRIEFLY DESCRIBED IN THIS PUBLICATION, IN ADDITION TO 10 SUGGESTIONS FOR FUTURE EFFORTS IN TEACHER EDUCATION, CURRICULUM, AND INSTRUCTIONAL IMPROVEMENT. (JS)

ED018327 RC002466
PUBLIC SCHOOL FINANCE ANNOTATED BIBLIOGRAPHY, WITH PARTICULAR EMPHASIS ON NEW MEXICO. 19DEC67, 19P.

THIS ANNOTATED BIBLIOGRAPHY WAS DEVELOPED FROM MATERIALS FOUND AT THE FOLLOWING SOURCES--EASTERN NEW MEXICO UNIVERSITY LIBRARY, PRIVATE LIBRARIES, NEW MEXICO STATE DEPARTMENT OF EDUCATION, AND ORGANIZATIONS INTERESTED IN NEW MEXICO SCHOOL FINANCE. THE 83 ENTRIES, WHICH RANGE IN DATE FROM 1922 TO 1967, INCLUDE BOOKS, PAMPHLETS, PERIODICAL ARTICLES, AND RESEARCH REPORTS. THEY COVER BOTH THE GENERAL AREA OF PUBLIC SCHOOL FINANCE AND THE SPECIALIZED AREA OF NEW MEXICO PUBLIC SCHOOL FINANCE. THE AUTHORS NOTE THAT THIS IS NOT A COMPLETE BIBLIOGRAPHY IN THE AREA, BUT EXPRESS THE HOPE THAT OTHERS WILL GO ON FROM THIS POINT. (SF)

ED018340 RE001177
IMPETUS III, OPERATION IMP-I. 67, 24P.

A GENERAL DESCRIPTION OF ACTIVITIES AND SERVICES FOR A READING PROGRAM TAUGHT BY MEANS OF THE "TALKING TYPEWRITER" IS PRESENTED. THE TALKING TYPEWRITER IS LOCATED IN A SOUNDPROOF BOOTH. THE STUDENT SITS IN FRONT OF A TYPEWRITER AND RESPONDS, REACTS, AND INTERACTS TO DIRECTIONS VOICED BY A COMPUTERIZED, MAGNETIZED PROGRAMED SYSTEM. THE CRITERIA FOR SELECTING PARTICIPANTS ARE REFERRALS BY TEACHERS, GUIDANCE COUNSELORS, OR PRINCIPALS. THE STUDENT IS PROCESSED BY AN ADMINISTRATIVE ASSISTANT, TWO SCHOOL PSYCHOLOGISTS, AND A SOCIAL WORKER. THE ROLE OF THE PSYCHOLOGICAL CENTER IS DIAGNOSTIC AND CLINICAL, AND ITS MAIN OBJECTIVES ARE TO IDENTIFY AND MODIFY PSYCHOLOGICAL AND EDUCATIONAL TRAITS, TO IMPROVE VERBAL FUNCTIONING, AND TO IMPROVE EMOTIONAL AND SOCIAL STABILITY. PLANS FOR EVALUATION, TIME SCHEDULES, FACILITIES, INSERVICE EDUCATION, HEALTH SERVICES, TRANSPORTATION SERVICES, CLOTHING SUPPLY, AND A PROPOSAL FOR A SPEECH IMPROVEMENT PROGRAM ARE INCLUDED. (BK)

ED018377 SE004371
FEDERAL FUNDS FOR RESEARCH, DEVELOPMENT, AND OTHER SCIENTIFIC ACTIVITIES, FISCAL YEARS 1965, 1966 AND 1967. 66, 203P.

THIS REPORT COVERING THE YEARS 1965, 1966, AND 1967 IS THE FIFTEENTH IN A SERIES REPORTING FEDERAL OBLIGATIONS AND EXPENDITURES FOR SCIENTIFIC PROGRAMS. THE DATA WERE OBTAINED BY MEANS OF A QUESTIONNAIRE FORMULATED AND DISTRIBUTED BY THE NATIONAL SCIENCE FOUNDATION (NSF) TO FEDERAL AGENCIES IN JANUARY AND FEBRUARY, 1966. EACH AGENCY REPORTED ONLY ON FUNDS APPROPRIATED TO IT. THIS DOCUMENT REPRESENTS THE FOUNDATION'S INTERPRETATION OF THE STATISTICAL DATA AND DESCRIPTIVE MATERIAL SUBMITTED. AMOUNTS FOR 1965 REPRESENT TRANSACTIONS FOR A COMPLETED FISCAL YEAR. THE DATA FOR 1966-67 REPRESENT ESTIMATES. THE DESCRIPTION OF THESE ACTIVITIES IS ORGANIZED INTO THREE PARTS--(1) FEDERAL FUNDS FOR RESEARCH, DEVELOPMENT, AND RESEARCH AND DEVELOPMENT FACILITIES, (2) FUNDS FOR ACTIVITIES RELATED TO COLLECTION AND DISSEMINATION OF SCIENTIFIC AND TECHNICAL INFORMATION, AND (3) FUNDS OBLIGATED FOR THE COLLECTION, ANALYSIS, AND PUBLICATION OF GENERAL PURPOSE SCIENTIFIC DATA. APPENDED ARE (1) TECHNICAL NOTES DEALING WITH ADJUSTMENTS IN DATA, TERM DEFINITIONS, LIMITATIONS IN DATA, AND OTHER BACKGROUND INFORMATION, (2) A LIST OF FEDERAL CONTRACT RESEARCH CENTERS, AND (3) STATISTICAL TABLES FOR THE THREE AREAS OF INQUIRY. THIS DOCUMENT IS ALSO AVAILABLE FOR $1.25 FROM THE SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402. (DS)

ED018402 SE004606
COOPERATIVE COLLEGE-SCHOOL SCIENCE PROGRAM, 1968 DIRECTORY. PROJECTS TO ADVANCE SCHOOL AND SCHOOL SYSTEM INSTRUCTION IN MATHEMATICS AND SCIENCE. 68, 22P.

THIS DIRECTORY CONTAINS BRIEF DESCRIPTIONS OF EACH OF THE 84 COOPERATIVE COLLEGE-SCHOOL SCIENCE PROJECTS (CCSS) OF THE NATIONAL SCIENCE FOUNDATION (NSF). CCSS PROVIDES OPPORTUNITIES FOR COLLEGES AND UNIVERSITIES TO COLLABORATE WITH SCHOOL SYSTEMS IN BRINGING ABOUT IMPROVEMENTS IN ELEMENTARY AND SECONDARY SCHOOL SCIENCE AND MATHEMATICS. THE PROGRAM SUPPORTS PROJECTS WHICH DEAL WITH PROBLEMS OF A NATURE AND COMPLEXITY THAT WARRANT THE COOPERATIVE EFFORTS OF A SCHOOL SYSTEM AND AN INSTITUTION OF HIGHER EDUCATION. TWO EXAMPLES OF THE PROJECTS SUPPORTED BY CCSS ARE THE FOLLOWING--(1) A SCHOOL SYSTEM IN NEED OF EXPERT ADVICE ON THE KINDS OF CHANGES THAT SHOULD BE MADE IN ITS MATHEMATICS OR SCIENCE PROGRAM REQUIRES ASSISTANCE IN TRAINING TEACHERS AND IN INTRODUCING NEW PROGRAM MATERIALS TO STUDENTS - A GRANT FROM THE CCSS PROGRAM ENABLES A NEAR-BY COLLEGE OR UNIVERSITY TO PROVIDE THE EXPERT ASSISTANCE WHICH THE SCHOOL SYSTEM NEEDS, AND (2) A SCHOOL SYSTEM DECIDES TO IMPROVE ITS SCIENCE OR MATHEMATICS PROGRAM NOT BY INTRODUCING A NEW CURRICULUM, BUT BY TAKING REMEDIAL MEASURES TO MODERNIZE AND IMPROVE THE EXISTING COURSES - A COLLEGE COLLABORATING WITH THE SCHOOL SYSTEM PROVIDES THE INSERVICE INSTRUCTION NECESSARY TO ENABLE THE TEACHERS TO CARRY OUT SUCH REFORMS. AS SHOWN IN THE EXAMPLES, THE PROJECTS INVOLVE A DOUBLE COMMITMENT. THE SECONDARY SCHOOLS COMMIT THEMSELVES TO THE REFORMS IN THEIR SCIENCE OR MATHEMATICS PROGRAMS WHICH HAVE BEEN DEVELOPED AS A RESULT OF THE COLLABORATION, AND THE COOPERATING HIGHER EDUCATIONAL INSTITUTION ASSUMES THE RESPONSIBILITY TO ASSIST THESE SCHOOLS. (RP)

ED018455 UD004045
PRIVATE SCHOOLS CONTINUE TO INCREASE IN THE SOUTH. NOV66, 5P.

THIS ARTICLE DESCRIBES THE GROWTH OF ALL-WHITE PRIVATE SCHOOLS THROUGHOUT THE SOUTH WHICH HAS ACCOMPANIED FEDERAL ENFORCEMENT OF SCHOOL INTEGRATION. IT IS REPORTED THAT VIRGINIA, ALABAMA, LOUISIANA, AND MISSISSIPPI PROVIDE TUITION GRANTS, RANGING FROM $185 TO $360 A YEAR, TO WHITE STUDENTS WHO WISH TO ATTEND THESE SCHOOLS. HOWEVER, FEDERAL COURTS HAVE RULED THAT GRANTS FROM THE STATE CANNOT BE THE MAJOR SOURCE OF FINANCIAL SUPPORT FOR PRIVATE SEGREGATED SCHOOLS. ALTHOUGH INTEGRATION AND INCREASED FEDERAL CONTROL OVER THE PUBLIC SCHOOLS HAS SPURRED THE GROWTH OF THESE SCHOOLS, NOT ALL OF THEM HAVE BEEN FORMED TO COUNTER DESEGREGATION, AND SOME OF OLDER ONES HAVE RECENTLY ADMITTED NEGRO STUDENTS. THE ENROLLMENT AND THE EDUCATIONAL QUALITY IN THE SEGREGATED SCHOOLS VARY CONSIDERABLY. THIS ARTICLE IS PUBLISHED IN "SOUTHERN EDUCATION REPORT," VOLUME 2, NUMBER 4, NOVEMBER 1966. (LB)

ED018456 UD004149
ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965, TITLE I, INDIANA STATE EVALUATION REPORT FISCAL YEAR 1966. 15DEC66, 46P.

GENERALLY FOLLOWING THE FORMAT STIPULATED BY THE OFFICE OF EDUCATION, THIS REPORT DESCRIBES AND EVALUATES THE COMPENSATORY EDUCATION ACTIVITIES WHICH WERE INSTITUTED TO ASSIST INDIANA'S PUBLIC AND NONPUBLIC SCHOOL DISADVANTAGED YOUTH. THE TWO MOST PREVALENT TYPES OF TITLE I ACTIVITIES WERE LANGUAGE ARTS AND TEACHER AID PROGRAMS. OTHER ACTIVITIES INCLUDED PSYCHOLOGICAL AND PHYSICAL HEALTH SERVICES, CULTURAL ENRICHMENT, INDIVIDUALIZED INSTRUCTION, VOCATIONAL PROGRAMS, AND PARENT EDUCATION. STATISTICAL INFORMATION, TABULAR DATA, AND A SAMPLE ANNUAL EVALUATION REPORT FORM ARE INCLUDED. (LB)

ED018463 UD004492
THE NEW YORK STATE ANNUAL EVALUATION REPORT FOR 1965-66 FISCAL YEAR, ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965-TITLE I. 15DEC66, 121P.

THIS REPORT EVALUATES NEW YORK STATE'S COMPENSATORY EDUCATION ACTIVITIES ACCORDING TO THE FORMAT SPECIFIED BY THE OFFICE OF EDUCATION. THE FIRST SECTION DEALS WITH PROGRAM ADMINISTRATION AND DESCRIBES THE TYPES OF SERVICES OFFERED, DISSEMINATION OF DATA, EVALUATIVE PROCEDURES, MAJOR PROBLEM AREAS, PROJECTS THAT WERE NOT APPROVABLE, COORDINATION WITH COMMUNITY ACTION PROGRAMS, INTERRELATIONSHIP WITH OTHER TITLES OF THE ELEMENTARY AND SECONDARY EDUCATION ACT, INTERDISTRICT PROJECTS, AND NONPUBLIC SCHOOL PROJECTS. A DESCRIPTION OF GUIDELINES AND PUBLICATIONS FOR IMPLEMENTING TITLE I PROGRAMS IS ALSO FURNISHED. THE SECOND SECTION PROVIDES STATISTICAL DATA FROM THE PROJECTS, LISTS OF MEASUREMENT INSTRUMENTS UTILIZED, INFORMATION ON TYPES OF PROJECTS FUNDED, AN ANALYSIS OF EFFECTIVE ACTIVITIES AND METHODS, AND A SUMMARY OF EXEMPLARY PROJECTS. ALSO DESCRIBED ARE LOCAL PROBLEMS, CHOICE OF PROJECT AREAS, AND METHODS OF INCREASING STAFF. A FINAL SECTION CONTAINS A GENERAL ANALYSIS OF THE TITLE I PROGRAMS. (DK)

ED018478 UD004733
EVALUATION OF THE COMMUNITY ZONING PROGRAM. SUMMARY REPORT. SEP66, 69P.

VARIOUS ASPECTS OF A NEW YORK CITY COMMUNITY ZONING PLAN (CZP) ARE EVALUATED IN THIS REPORT. INITIATED IN 1964, THE PLAN WAS DESIGNED TO IMPROVE THE ETHNIC BALANCE IN THE SCHOOLS BY PAIRING SELECTED ELEMENTARY SCHOOLS TO CREATE SINGLE ATTENDANCE ZONES. STUDENTS IN THE LOWER GRADES ATTENDED ONE SCHOOL WHILE THOSE IN THE UPPER GRADES ATTENDED THE OTHER. CLASS SIZES WERE REDUCED, ADDITIONAL TEACHING STAFF HIRED, AND THE NUMBER OF SCHOOL AIDES INCREASED. STATISTICAL DATA ARE PRESENTED ON STUDENTS' ACHIEVEMENT IN READING AND ARITHMETIC, SCHOOL ATTENDANCE AND RACIAL ENROLLMENT, AND PER-PUPIL EXPENDITURES. CURRICULUM PRACTICES AND MATERIALS AND CHANGES IN STUDENTS' BEHAVIOR, INCLUDING THEIR INTERRACIAL RELATIONSHIPS, ARE ALSO REPORTED, AND THE REACTIONS OF TEACHERS AND COMMUNITY ZONING ADMINISTRATORS TO THE PLAN ARE ASSESSED. IN GENERAL, THE ADMINISTRATORS REPORTED THAT MANY ADVANTAGES RESULTED FROM THE PLAN AND THAT ETHNIC BALANCE IN THE RE-ZONED SCHOOLS HAD IMPROVED. HOWEVER, TEACHER REACTION TO THE PROGRAM WAS MIXED. ON STANDARDIZED TESTS STUDENTS FREQUENTLY EXCEEDED THE EXPECTED GAINS. AMONG THE RECOMMENDATIONS MADE BY SCHOOL ADMINISTRATORS ARE SUGGESTIONS FOR THE APPOINTMENT OF MORE EXPERIENCED TEACHERS, LONGER PREPARATION IN THE COMMUNITY BEFORE THE PAIRING OF SCHOOLS, AND THE INTEGRATION OF THE CZP INTO THE MORE EFFECTIVE SCHOOLS PROGRAM. (DK)

ED018479 UD004734
DESCRIPTION OF PROGRAM ORGANIZATION AND ADMINISTRATION FOR FISCAL YEAR 1967--P.L. 89-10, TITLE I. DELAYO, LEONARD; FITZPATRICK, MILDRED. 01OCT66, 150P.

THE BULK OF THIS EVALUATION REPORT OF NEW MEXICO'S TITLE I PROJECTS IS A SERIES OF APPENDIXES. HOWEVER ONE SECTION OF TEXT OUTLINES THE ORGANIZATION OF THE PROJECTS (BUDGET, PERSONNEL, ETC.) AND ANOTHER THEIR ADMINISTRATION AT THE STATE LEVEL (CRITERIA FOR PROJECT APPROVAL, TECHNICAL ASSISTANCE AND CONSULTATIVE SERVICES, FISCAL MANAGEMENT, ETC.). SOME OF THE APPENDIXES CONTAIN (1) A PROJECT CHECKLIST WORKSHEET, (2) EVALUATION QUESTIONNAIRES, (3) INFORMATION REGARDING THE COOPERATION OF TITLE I PROJECTS WITH COMMUNITY ACTION PROGRAMS, AND (4) STATE STATUTES AND REGULATIONS. (LB)

ED018482 UD004739
"PREAMBLE," PROJECT TO ENRICH, AMPLIFY, MOBILIZE, BROADEN, AND LEVITATE EDUCATION. 66, 170P.

THIS DOCUMENT IS THE ENTIRE APPLICATION FOR A FEDERAL GRANT UNDER THE ELEMENTARY AND SECONDARY EDUCATION ACT, TITLE III, TO FINANCE THE ESTABLISHMENT, OPERATION, AND MAINTENANCE OF A SUPPLEMENTARY EDUCATIONAL CENTER. THE PROPOSED PROJECT IS DIRECTED TOWARD PROVIDING INDIVIDUAL ENRICHMENT EXPERIENCES FOR STUDENTS, TEACHERS, AND ADULTS IN A RURAL NORTH CAROLINA AREA. THE FIRST PRIORITY OF THE PROJECT, HOWEVER, IS SELF-IMPROVEMENT OF TEACHERS. THE VARIOUS SECTIONS OF THE APPLICATION INCLUDE GENERAL DATA, AN ABSTRACT OF THE PROJECT PROPOSAL AND INFORMATION ON PLANNING ASPECTS AND OPERATIONAL FEATURES. ALSO INCLUDED ARE SECTIONS DEALING WITH THE QUALIFICATIONS OF THE PROFESSIONAL STAFF, THE PARTICIPATION OF NONPUBLIC SCHOOL CHILDREN, EVALUATIVE PROCEDURES AND MEASURES, AND A PROJECT BUDGET. (NH)

ED018485 UD004751
PUPIL MIGRATION IN THE NEW YORK CITY PUBLIC SCHOOLS, 1955-1956 TO 1964-1965. BRANCATO, LUCY A.; JUSTMAN, JOSEPH. DEC65, 34P.

THIS STATISTICAL REPORT TRACES THE CHANGING PATTERN OF MIGRATION BOTH INTO AND OUT OF NEW YORK CITY SCHOOLS OVER THE PAST 10 YEARS. PRESENTED IN TABULAR FORM ARE CITYWIDE DATA ON THE DEMOGRAPHIC MOVEMENT FROM WITHIN AND OUTSIDE THE CONTINENTAL UNITED STATES AND ON THE MIGRATION BALANCE AS OF 1964. A SUMMARY POINTS OUT THAT THE TREND HAS BEEN TOWARD INCREASING IN-MIGRATION, FOR THE MOST PART FROM WITHIN CONTINENTAL UNITED STATES. PUERTO RICAN IN-MIGRATION HAS DROPPED FROM ITS PEAK IN 1956-57. MIGRATION OUT OF THE CITY HAS BEEN MORE STABLE, BUT THOSE WHO DO LEAVE ARE MADE UP PRIMARILY OF PUPILS MOVING TO AREAS ADJACENT TO THE CITY AND TO PUERTO RICO. THE NET CHANGE SHOWS AN ANNUAL LOSS OF ABOUT 3,000 PUPILS. IT IS NOTED THAT THERE IS ALSO CONSIDERABLE TRANSFER WITHIN THE CITY. THE SCHOOLS ARE FACED WITH INCREASINGLY SEVERE PROBLEMS RAISED BY THE LANGUAGE AND SOCIOECONOMIC HANDICAPS OF THE IN-MIGRANTS, MOST OF WHOM ARE NON-ENGLISH SPEAKING FROM DISADVANTAGED BACKGROUNDS. ABOUT ONE OUT OF EVERY 10 NEW YORK CITY PUPILS REQUIRES A SPECIAL INSTRUCTIONAL PROGRAM. (NH)

ED018492 UD004944
ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965, BACKGROUND MATERIAL WITH RELATED PRESIDENTIAL RECOMMENDATIONS. 26JAN65, 213P.

THIS COMMITTEE REPORT CONTAINS THE PRESIDENT'S 1965 EDUCATION AND STATE OF THE UNION MESSAGES, THE TEXT OF THE 1965 ELEMENTARY AND SECONDARY EDUCATION ACT (ESEA) TO IMPROVE EDUCATIONAL QUALITY AND OPPORTUNITIES, AND A SECTION-BY-SECTION ANALYSIS OF THE ESEA. THE TITLES OF THE ACT PROVIDE FINANCIAL ASSISTANCE FOR (1) LOCAL EDUCATIONAL AGENCIES TO EDUCATE CHILDREN FROM LOW INCOME FAMILIES, (2) SCHOOL LIBRARY RESOURCES AND INSTRUCTIONAL MATERIALS, (3) SUPPLEMENTARY EDUCATIONAL CENTERS AND SERVICES, (4) EDUCATIONAL RESEARCH AND TRAINING, AND (5) THE STRENGTHENING OF STATE DEPARTMENTS OF EDUCATION. ALSO INCLUDED IN THE REPORT ARE FACT SHEETS CONTAINING BACKGROUND DATA AND PROPOSALS FOR EACH OF THE TITLES, RELEVANT CHARTS, A LIST OF POSSIBLE ESEA PROGRAMS, AND THE AMENDED TEXTS OF PUBLIC LAWS 874 AND 815. PUBLIC LAW 874 IS CONCERNED WITH FINANCIAL ASSISTANCE FOR LOCAL EDUCATIONAL AGENCIES IN AREAS AFFECTED BY FEDERAL ACTIVITIES AND PUBLIC LAW 815 DEALS WITH THE CONSTRUCTION OF SCHOOL FACILITIES IN THESE AREAS. (LB)

ED018493 UD004948
HUMAN DEVELOPMENT PROJECT, 1965-1966. FINAL REPORT. SEP66, 43P.

THIS FINAL REPORT IS AN EVALUATION OF A COMPENSATORY EDUCATION PROJECT IN RICHMOND, VIRGINIA. DATA ARE DERIVED FROM TEACHERS' RESPONSES TO A QUESTIONNAIRE, FROM A REPORT ON THE ACADEMIC PERFORMANCE OF PUPILS IN THE 1965 SUMMER PROGRAM, AND FROM AN ANALYSIS OF STANDARDIZED ACHIEVEMENT TEST RESULTS IN EXPERIMENTAL AND CONTROL SCHOOLS. THE REPORT PRESENTS THE FREQUENCY OF TEACHERS' RESPONSES TO CATEGORIES WITHIN EACH OF THE 11 QUESTIONNAIRE ITEMS. FINDINGS ON THE SUMMER PROGRAM ARE CLASSIFIED INTO THE LANGUAGE ARTS, READING, SPEECH, AND ARTS AND CRAFTS ACTIVITIES. EIGHT ACTIVITIES FOR WHICH ACHIEVEMENT TEST DATA WERE AVAILABLE ARE SELECTED FOR ANALYSIS. THE LAST SECTION OF THE EVALUATION CONTAINS CALIFORNIA ACHIEVEMENT TEST DATA FOR GRADES 4, 5, AND 6. ALSO INCLUDED ARE A SAMPLE OF THE QUESTIONNAIRE, LISTS OF ACTIVITIES IN THE FIVE EXPERIMENTAL SCHOOLS, AN ANALYSIS OF VARIANCE SUMMARY TABLES FOR THE SPRING, 1966 TESTING, AND A FINANCIAL STATEMENT OF THE EXPENDITURES OF THE SCHOOL BOARD AND THE FORD FOUNDATION, WHICH WAS THE SPONSORING AGENCY. (NH)

ED018494 UD004949
A SURVEY OF 1965-66 E.S.E.A. TITLE I PROJECTS IN SCHOOLS OF THE MID-HUDSON SCHOOL STUDY COUNCIL. 66, 68P.

THIS REPORT CONTAINS THE RESULTS OF A QUESTIONNAIRE SURVEY OF TITLE I PROJECT DEVELOPMENT. A QUESTIONNAIRE REQUESTED THE FOLLOWING INFORMATION--NAME OF PERSON RESPONSIBLE FOR IMPLEMENTATION OF THE PROJECT, PROJECT DESCRIPTION, TYPE OF PROJECT (CURRICULUM, MULTIMEDIA, STU-

DENT-PERSONNEL SERVICES, ADMINISTRATIVE, OR OTHER), NUMBER OF PUPILS SERVED, TECHNIQUES USED FOR EVALUATION, AND BUDGETARY DATA. THIS INFORMATION WAS OBTAINED FROM 27 SCHOOLS REPRESENTING 58 SEPARATE TITLE I PROJECTS. (DK)

ED018498 UD004981
TRENDS IN THE ETHNIC COMPOSITION OF THE PUPIL POPULATION IN THE NEW YORK CITY SCHOOLS, 1958-1964. FISCH, ADELE; JUSTMAN, JOSEPH, OCT65, 32P.

THIS STATISTICAL REPORT PRESENTS DATA ON THE ETHNIC COMPOSTION OF PUPILS IN NEW YORK CITY PUBLIC SCHOOLS. THE ETHNIC GROUPS IN THE CLASSIFICATION ARE "NEGROES," "PUERTO RICANS," AND "OTHERS." THE ETHNIC COMPOSITION FIGURES AND CHANGES IN PUPIL REGISTERS ARE PRESENTED IN TABULAR FORM FOR EACH BOROUGH AND FOR THE CITY AS A WHOLE. DATA ARE FURTHER REFINED TO SHOW THE COMPOSITION AND CHANGE IN ELEMENTARY, JUNIOR HIGH, ACADEMIC, AND VOCATIONAL HIGH SCHOOLS AND IN SPECIAL SCHOOLS. ONE SECTION OF THE REPORT PRESENTS THE TREND IN DISTRIBUTION OF PUPIL POPULATION BY INDIVIDUAL ETHNIC GROUP. AN ANALYSIS OF THE DATA SHOWS THAT FROM 1958 TO 1964 THERE WAS A CITYWIDE INCREASE IN NEGRO AND PUERTO RICAN PUPILS AND A DROP IN "OTHERS" IN ALL BOROUGHS EXCEPT RICHMOND. IN THE EXAMINATION OF DATA FOR EACH SCHOOL LEVEL IT IS NOTED THAT THERE WERE NEGRO AND PUERTO RICAN INCREASES AT ALL LEVELS, AND "OTHERS" DECREASED EXCEPT IN JUNIOR HIGH SCHOOLS AND SPECIAL SCHOOLS. (NH)

ED018499 UD004983
"NON-ENGLISH SPEAKING" CHILDREN IN THE NEW YORK CITY SCHOOLS, 1958 TO 1964. BRANCATO, LUCY A.; JUSTMAN, JOSEPH, DEC65, 40P.

THIS STATISTICAL REPORT PRESENTS DATA ON THE NON-ENGLISH-SPEAKING POPULATION OF NEW YORK CITY'S SCHOOLS. ENGLISH-SPEAKING ABILITY WAS DETERMINED BY A TEACHER RATING AND A 5-POINT SCALE. THE REPORT GIVES DATA ON THE SCHOOL REGISTRATION OF THIS GROUP IN THE CITY AS A WHOLE, IN EACH BOROUGH AND IN EACH INSTRUCTIONAL DIVISION. A SUMMARY POINTS OUT THAT ALTHOUGH THERE HAS BEEN A SLIGHT RISE IN NON-ENGLISH-SPEAKING PUPILS, IT HAS BEEN OFFSET BY AN INCREASE IN THE TOTAL SCHOOL REGISTER. THE INCREASE FROM 1958 TO 1964 HAS RANGED FROM 8.4 TO 8.9 PERCENT. DISTRIBUTION AMONG THE FIVE BOROUGHS, HOWEVER, HAS SHOWN A MARKED CHANGE, WITH BROOKLYN SCHOOLS ENROLLING ABOUT ONE-THIRD OF THESE STUDENTS. CITYWIDE, THE BULK OF THE NON-ENGLISH-SPEAKING CHILDREN ARE IN THE ELEMENTARY SCHOOLS, AND, OVERALL, ONE CHILD IN 12 IS NON-ENGLISH SPEAKING. THE PROBLEMS THAT THIS SITUATION PRESENTS FOR THE SCHOOL SYSTEM ARE DISCUSSED BRIEFLY. (NH)

ED018500 UD004986
GRADE REORGANIZATION PREPARATORY TO THE ESTABLISHMENT OF THE FOUR YEAR COMPREHENSIVE HIGH SCHOOL. SEP67, 141P.

THIS REPORT IS AN EVALUATION OF A NEW YORK CITY HIGH SCHOOL GRADE REORGANIZATION PLAN WHICH REMOVED THE NINTH GRADE IN 38 JUNIOR HIGH SCHOOLS IN DISADVANTAGED AREAS AND TRANSFERRED THE STUDENTS TO EITHER ACADEMIC OR VOCATIONAL HIGH SCHOOLS. THE GOALS WERE TO ACHIEVE QUALITY INTEGRATED EDUCATION AND TO IMPROVE THE ETHNIC BALANCE OF THE HIGH SCHOOLS. EVALUATIONS WERE CONDUCTED AFTER THE FIRST AND SECOND YEARS OF OPERATION. QUESTIONNAIRES, INTERVIEWS, AND SCHOOL VISITS PROVIDED THE DATA. EXPLORED WERE THE AREAS OF ETHNIC TRENDS, INTEGRATION AND DESEGREGATION, PLANT UTILIZATION, SCHOOL ORGANIZATION AND ADMINISTRATION, CURRICULUM MODIFICATIONS, AND THE REACTIONS OF ADMINISTRATORS, TEACHERS, AND STUDENTS. BECAUSE ONE PURPOSE OF THE REORGANIZATION WAS TO DECREASE SCHOOL LEAVING AND IMPROVE ACADEMIC ACHIEVEMENT, FINDINGS ON STUDENT PERFORMANCE ARE PRESENTED IN TERMS OF ATTENDANCE AND TURNOVER PERCENTAGES, ACADEMIC RECORDS, AND READING COMPREHENSION GAINS ON CITYWIDE TESTS. THE MAJOR RECOMMENDATION IS FOR A MORATORIUM ON THE FURTHER TRANSFER OF JUNIOR HIGH SCHOOL STUDENTS UNTIL THE HIGH SCHOOLS CAN ABSORB AND ADJUST TO THE PRESENT ENROLLMENT OF DISADVANTAGED STUDENTS. ALSO NEEDED IS A DOUBLING OF FUNDS TO BETTER SERVE THE ADDITIONAL STUDENTS AND TO PROVIDE INSERVICE TEACHER TRAINING AND SPECIALIZED SCHOOL SERVICES. (NH)

ED018507 UD005105
FINANCIAL ANALYSIS, P.L. 89-10, TITLE I, ELEMENTARY AND SECONDARY EDUCATION ACT, 1965. FISCAL YEAR 1966-67. 67, 47P.

PRESENTED IS THE STATISTICAL RECORD OF TITLE I ACTIVITIES IN NEW MEXICO DURING THE FISCAL YEAR 1966-67. THE REPORT CONTAINS DATA ON SCHOOL DISTRICT ALLOCATIONS, TOTAL EXPENDITURES IN EACH BUDGET CATEGORY, AND EXPENDITURES IN EACH CATEGORY IN PUBLIC SCHOOLS AND SCHOOLS FOR THE HANDICAPPED AND THE DELINQUENT. IT ALSO INCLUDES FIGURES ON PERSONNEL IN THE REGULAR AND IN THE SUMMER SCHOOLS AND A LIST OF TITLE I SCHOOL SYSTEMS AND SCHOOL UNITS, BOTH PUBLIC AND NONPUBLIC. (NH)

ED018510 UD005141
FEDERALLY FUNDED PROGRAMS PROVIDING EDUCATIONAL EXPERIENCES FOR DISADVANTAGED CHILDREN AND YOUTH IN NEW YORK STATE, ORGANIZED INTO COUNTIES AND CONGRESSIONAL DISTRICTS. 66, 116P.

THIS REPORT LISTS TITLE I PROJECTS IN NEW YORK STATE AND NOTES THEIR EXPENDITURES DURING THE FISCAL YEAR 1966. TITLE I FUNDS, MORE THAN $109 MILLION, WERE SPENT ON SPECIAL COMPENSATORY EDUCATION PROGRAMS FOR DISADVANTAGED STUDENTS. (LB)

ED018517 UD005342
TOWARD HIGHER HORIZONS, A REVIEW OF SELECTED TITLE I PROJECTS IN THE STATE OF VERMONT, 1966-1967. FEB67, 45P.

PRESENTED ARE BRIEF SUMMARIES OF SELECTED ELEMENTARY AND SECONDARY EDUCATION ACT, TITLE I PROJECTS IN VERMONT. ARRANGED IDENTICALLY FOR EACH SCHOOL DISTRICT, THE SUMMARIES CONTAIN (1) OBJECTIVES, (2) THE PROGRAM TITLE, (3) A DESCRIPTION, AND (4) AN EVALUATION WHICH INCLUDES A BUDGET FIGURE. BECAUSE MOST PROJECTS AIMED AT IMPROVING READING AND LANGUAGE ARTS, 75 PERCENT OF THE FUNDS WERE ALLOCATED TO INSTRUCTIONAL SERVICES. (NH)

ED018521 UD005678
SUMMARY OF TITLE I, ESEA SERVICES. 15AUG67, 84P.

THE COMPENSATORY EDUCATION ACTIVITIES FOR 55,507 DISADVANTAGED STUDENTS IN NEW MEXICO'S PUBLIC AND NONPUBLIC SCHOOLS ARE LISTED IN THIS REPORT. OF NEW MEXICO'S 90 LOCAL SCHOOL DISTRICTS, 69 REPORTED THAT THEIR DISADVANTAGED STUDENTS DEMONSTRATED A CLASSROOM READING PERFORMANCE WHICH WAS SIGNIFICANTLY BELOW GRADE LEVEL AND 60 REPORTED THAT MANY STUDENTS HAD A LOW LEVEL VERBAL ABILITY. THE MOST PREVALENT TYPES OF PROJECT INSTRUCTIONAL ACTIVITIES WERE READING PROGRAMS AND PHYSICAL EDUCATION AND RECREATION. GUIDANCE, COUNSELING, AND HEALTH SERVICES WERE THE MOST FREQUENT SERVICE PROGRAMS. IN ADDITION TO FUNDS RECEIVED FOR CHILDREN OF LOW-INCOME FAMILIES, TITLE I APPROPRIATIONS WERE RECEIVED FOR HANDICAPPED, INSTITUTIONALIZED DELINQUENT, AND MIGRANT CHILDREN. SINCE THE TITLE I TESTING PROGRAM WAS NOT COMPLETED AT THE TIME OF THIS REPORT, PROGRAM EVALUATION WAS BASED ON RATINGS BY PROFESSIONALS AND NONPROFESSIONALS IN THE LOCAL SCHOOL DISTRICTS. ARRANGED BY COUNTY AND SCHOOL DISTRICT, THE REPORT CONTAINS STATISTICAL DATA ON ALLOCATIONS OF FUNDS AND DETAILS OF PROGRAM EXPENDITURES. A SUMMARY OF A SUMMER PROJECT FOR CHILDREN OF MIGRANT WORKERS IS ALSO INCLUDED. (LB)

ED018523 UD005853
CONTINUOUS PROGRESS EDUCATION IN THE SEATTLE PUBLIC SCHOOLS, THE PROPOSED SOUTHEAST EDUCATION CENTER. PLANNING RECOMMENDATIONS. 17JAN68, 19P.

THIS REPORT CONTAINS EIGHT PLANNING RECOMMENDATIONS AND A DESCRIPTION OF THE PROCEDURES FOR THREE PLANNING PHASES OF A PROJECT TO DEVELOP A CONTINUOUS PROGRESS EDUCATION CENTER. THE COMPLETED CENTER WILL OFFER A NONGRADED CURRICULUM TO ABOUT 3,500 RACIALLY INTEGRATED STUDENTS AT THE PRIMARY, INTERMEDIATE, AND SECONDARY SCHOOL LEVELS. COMMUNITY PARTICIPATION IN THE PRACTICES OF THE CENTER IS ENCOURAGED. CONSTRUCTION WILL BEGIN ON A CENTER FOR STUDENTS IN THE INTERMEDIATE GRADES. THE PROJECT WILL BEGIN ITS OPERATIONS BY FALL 1970. (LB)

ED018555 VT001030
TECHNICAL EDUCATION. JUL65, 17P.

THE CONSENSUS OF OUR NATION'S LEADERS AFFIRMS THAT THE COUNTRY'S GREATEST TECHNICAL EDUCATION VOID IS IN THE AREA BETWEEN THE 12TH GRADE AND THE BACCALAUREATE DEGREE. THE IMPACT OF ACCELERATED PROGRESS IN TECHNOLOGICAL ACHIEVEMENTS MAKES TECHNICAL EDUCATION MANDATORY IF THE MANPOWER SHORTAGE IS NOT TO BECOME A NATIONAL EMERGENCY. BECAUSE NEARLY 80 PERCENT OF THE EDUCABLE YOUTH DO NOT PURSUE EDUCATION AT OR BEYOND THE BACCALAUREATE LEVEL, IT IS MOST IMPORTANT THAT HIGH SCHOOL STUDENTS BE GIVEN EVERY OPPORTUNITY TO PREPARE FOR THE WORLD OF WORK WHICH DEMANDS SPECIALIZED SKILLS AND UPDATED TECHNICAL COMPETENCIES. NEW JERSEY NEEDS (1) COUNTY-OPERATED AREA VOCATIONAL-TECHNICAL HIGH SCHOOLS WITH DIVERSIFIED AND BALANCED CURRICULUMS PRESCRIBED BY INDUSTRY'S PLACEMENT DEMANDS, (2) PUBLICALLY CONTROLLED 2-YEAR COUNTY TECHNICAL INSTITUTES WITH CURRICULUMS LEADING TO THE ASSOCIATE DEGREE, AND (3) UTILIZATION OF THESE FACILITIES BY ADULTS WHO NEED TRAINING, UPGRADING, OR RETRAINING. ACCOMPANYING CHARTS SHOW (1) TECHNICAL EDUCATION ENROLLMENTS FROM 1960 TO 1965, (2) MANIPULATIVE, TECHNICAL, AND GENERAL EDUCATION SKILLS NEEDED BY CRAFTSMEN, TECHNICIANS, AND ENGINEERS, (3) SCHOOLS IN NEW JERSEY PRESENTLY OFFERING TECHNICAL CURRICULUMS, (4) ORIENTATION OF EDUCATIONAL LEVELS THROUGH GRADE 12, AND (5) ORIENTATION OF COUNTY COLLEGE EDUCATION IN NEW JERSEY. (EM)

ED018605 VT001696
GUIDELINES FOR VOCATIONAL EDUCATION PROGRAMS IN NEBRASKA PUBLIC SCHOOLS. JUL66, 51P.

PROCEDURES WHICH LOCAL PUBLIC SCHOOLS MUST FOLLOW FOR PARTICIPATION IN PROGRAMS AUTHORIZED UNDER FEDERAL VOCATIONAL EDUCATION ACTS ARE PRESENTED. THE GUIDELINES COVER (1) STATE ORGANIZATION, (2) PROGRAM OF VOCATIONAL INSTRUCTION, (3) ANCILLARY SERVICES AND ACTIVITIES, (4) CONSTRUCTION WITH SPECIFIC APPLICATION TO AREA VOCATIONAL SCHOOLS, (5) A WORK-STUDY PROGRAM, (6) FINANCIAL PARTICIPATION, (7) VOCATIONAL GUIDANCE AND COUNSELING, AND (8) SPECIFIC PROGRAMS SUCH AS AGRICULTURAL EDUCATION, VOCATIONAL DISTRIBUTIVE EDUCATION, VOCATIONAL HOME ECONOMICS, TRADE AND INDUSTRIAL EDUCATION, VOCATIONAL BUSINESS AND OFFICE EDUCATION, HEALTH OCCUPATIONS EDUCATION, TECHNICAL EDUCATION, DIVERSIFIED OCCUPATIONS EDUCATION, AND SPECIAL VOCATIONAL NEEDS. OBJECTIVES, OCCUPATIONS TO BE SERVED, INSTRUCTION, SUPERVISED EXPERIENCES, QUALIFICATIONS OF TEACHERS AND LOCAL SUPERVISORS, FACILITIES, AND OTHER RELEVANT TOPICS ARE GIVEN FOR EACH OF THE EDUCATIONAL PRO-

GRAMS. A LIST OF APPLICATION AND CLAIM DATES IS INCLUDED. (MS)

ED018611 VT002947
PUBLIC LAW 88-210. 18DFC63, 18P.

THE MAJOR PURPOSES OF THE LAW WERE TO STRENGTHEN AND IMPROVE THE QUALITY OF VOCATIONAL EDUCATION AND TO EXPAND THE VOCATIONAL EDUCATION OPPORTUNITIES IN THE NATION THROUGH THE VOCATIONAL EDUCATION ACT OF 1963, AND TO EXTEND FOR 3 YEARS THE NATIONAL DEFENSE EDUCATION ACT OF 1958 AND PUBLIC LAWS 815 AND 874. IT AUTHORIZED INCREASED FEDERAL GRANTS TO THE STATES TO ASSIST THEM TO MAINTAIN, EXTEND, AND IMPROVE EXISTING PROGRAMS OF VOCATIONAL EDUCATION, TO DEVELOP NEW PROGRAMS, AND TO PROVIDE PART-TIME EMPLOYMENT FOR YOUTH OF ALL AGES AND IN ALL COMMUNITIES WHO NEED THE EARNINGS TO CONTINUE THEIR VOCATIONAL TRAINING ON A FULL-TIME BASIS. THIS VOCATIONAL TRAINING OR RETRAINING FOR ACTUAL OR ANTICIPATED OPPORTUNITIES FOR GAINFUL EMPLOYMENT IS TO BE SUITED TO THE NEEDS, INTERESTS, AND ABILITIES OF THE TRAINEES. MAJOR CATEGORIES OF PROVISIONS ARE (1) AUTHORIZATION OF APPROPRIATIONS, (2) ALLOTMENTS TO STATES, (3) USES OF FEDERAL FUNDS, (4) STATE PLANS, (5) PAYMENTS TO STATES, (6) LABOR STANDARDS, (7) DEFINITIONS, (8) ADVISORY COMMITTEE ON VOCATIONAL EDUCATION, (9) AMENDMENTS TO GEORGE-BARDEN AND SMITH-HUGHES ACTS, (10) EXTENSION OF PRACTICAL NURSE TRAINING AND AREA VOCATIONAL EDUCATION PROGRAMS, (11) WORK-STUDY PROGRAMS FOR VOCATIONAL EDUCATION STUDENTS, (12) RESIDENTIAL VOCATIONAL EDUCATION SCHOOLS, AND (13) FEDERAL CONTROL. AMENDMENTS TO SECTIONS OF TITLE I, II, III, IV, V, VI, VII, AND X OF THE NATIONAL DEFENSE EDUCATION ACT ARE INCLUDED IN THE DOCUMENT. (WB)

ED018627 VT003307
UNIVERSITY PERSPECTIVES ON MANPOWER. JUL67, 30P.

INSTITUTIONS OF HIGHER LEARNING ARE MOVING INCREASINGLY INTO THE PUBLIC POLICY SECTOR OF THE DEVELOPMENT PROCESS OF THE COUNTRY. THE MODERN DEVELOPMENT OF ECONOMIC ORGANIZATIONS AND REFINED MANAGEMENT OF PRODUCTION SYSTEMS INCLUDE THE CENTERS OF KNOWL EDGE AS IMPORTANT PARTS OF BUSINESS AND INDUSTRIAL ENTERPRISE. THE UNIVERISTY HAS FOUR GENERAL RESPONSIBILITIES RELATED TO MANPOWER. THERE IS A CONTEMPORARY NEED FOR THE UNIVERSITY TO BROADEN THE NOTION OF MANPOWER TO INCLUDE THE FULL MANPOWER SPECTRUM. IT SHOULD ALSO GIVE RESEARCH AND EXPERIMENTATION EMPHASIS TO THE AREAS OF STATECRAFT AND VOCATIONAL OR TECHNICAL EDUCATION BY COMPREHENDING, INVENTING, SUGGESTING, AND EVALUATING PROMISING AVENUES OF TECHNICAL WORK. THERE IS AN OPPORTUNITY FOR THE MODERN UNIVERSITY TO INFLUENCE A DYNAMIC MANPOWER POLICY BY IMPROVING ITS ARTICULATION AND INTERDEPENDENCE WITH THE PUBLIC SCHOOLS. IT MUST ALSO RECONCILE ITS TRADITIONAL SENTIMENT OF DISENGAGEMENT WITH A CONTEMPORARY NEED TO CONSIDER THAT CONTINUOUS EDUCATION ON A LIFETIME BASIS IS REQUIRED. THE UNIVERSITY, AS A CENTRAL FORCE IN THE AMERICAN SYSTEM, IS NOT ALTOGETHER PREPARED TO GIVE MEANING TO THE VAST TECHNOLOGICAL MACHINERY OF AN URBAN INDUSTRIAL CIVILIZATION, BUT AS IT FINDS NEW WAYS TO INFLUENCE UNDERSTANDING AND REGARD FOR THE WORLD OF HUMAN WORK, IT MAY HELP IN ACHIEVING THE QUALITY OF LIFE FOR WHICH TECHNOLOGY IS DESIGNED IN THE FIRST PLACE. DISCUSSION PERIOD COMMENTS ARE INCLUDED. THIS SPEECH WAS DELIVERED AT THE SEMINAR ON MANPOWER POLICY AND PROGRAM (WASHINGTON, D.C., SEPTEMBER 14, 1966). COPIES OF THIS DOCUMENT ARE AVAILABLE FROM MANPOWER ADMINISTRATION, OFFICE OF MANPOWER POLICY, EVALUATION, AND RESEARCH, U.S. DEPARTMENT OF LABOR, 14TH STREET AND CONSTITUTION AVENUE, N.W., WASHINGTON, D.C. 20210. (BS)

ED018634 VT003584
THE ADMINISTRATION AND PLANNING OF VOCATIONAL-TECHNICAL EDUCATION IN PENNSYLVANIA. DEC64, 152P.

MAJOR FINDINGS AND RECOMMENDATIONS OF A STUDY OF CURRENT AND PROPOSED VOCATIONAL EDUCATION PROGRAMS IN THE STATE ARE SUMMARIZED. AREAS COVERED ARE (1) EMPLOYMENT TRENDS AND JOB OPPORTUNITIES IN WHICH, ON THE BASIS OF THE ANALYSIS OF 12 MAJOR STATISTICAL AREAS AS TO POPULATION, URBAN AREAS, INDUSTRIAL AREAS, EDUCATIONAL OPPORTUNITIES, AND EMPLOYMENT OPPORTUNITIES, IT WAS CONCLUDED THAT VARIANCE BETWEEN AREAS WAS GREAT ENOUGH TO REQUIRE EDUCATIONAL PLANNING ONLY ON THE BASIS OF FURTHER LOCAL STUDY, (2) ORGANIZATION OF THE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION WHICH RECOMMENDED THAT THE STATE BOARD OF EDUCATION HAVE INDEPENDENT AUTHORITY OVER THE DEPARTMENT OF PUBLIC INSTRUCTION, THAT REORGANIZATION TAKE PLACE AND THAT STATE SERVICES BE EXPANDED, (3) PRESENT PROGRAMS AND PLANNING WHICH IDENTIFIED WEAKNESSES AND ISSUES IN THE STATEWIDE PROGRAM THAT NEED TO BE RESOLVED BY THE STATE BOARD, (4) PROPOSED EDUCATIONAL ORGANIZATION WHICH INCLUDED RECOMMENDATIONS ON SUCH PROBLEMS AS PROGRAM REVISION, REIMBURSEMENT PATTERNS, EXPERIMENTAL PROGRAMS, ENROLLMENT STANDARDS, AREA SCHOOLS, TECHNICAL INSTITUTES, COMMUNITY COLLEGES, FEES, NEED DETERMINATION, AND ARTICULATION, (5) FISCAL POLICY AND LEGISLATION WHICH ANALYZED CURRENT FINANCING, ALLOCATION OF FUNDS, AND SALARY INEQUITIES AND RECOMMENDED LEGISLATION TO CORRECT THE PROBLEMS, (6) SUPERVISION, EVALUATION, AND CERTIFICATION WHICH MADE SPECIFIC SUGGESTIONS CONCERNING CURRICULUM DEVELOPMENT, RESEARCH AND EVALUATION, TEACHER TRAINING AND CERTIFICATION, AND COUNSELING AND GUIDANCE, AND (7) EDUCATIONAL SPECIFICATIONS WHICH SUGGESTED METHODS FOR ADMINISTERING STANDARDS THROUGH THE DEPARTMENT OF PUBLIC INSTRUCTION AND THE STATE BOARD. (JM)

ED018636 VT003612
FEDERAL AID FOR INDUSTRIAL ARTS. 66, 98P.
HC NOT AVAILABLE FROM EDRS.

THIS CONFERENCE, WHICH WAS ATTENDED BY 102 PERSONS REPRESENTING LOCAL DISTRICTS, UNIVERSITIES, AND GOVERNMENTAL AGENCIES, WAS TO PROVIDE AN UNDERSTANDING OF--(1) WHAT THE VARIOUS LAWS MEAN, (2) HOW TO PREPARE SPECIFIC PROPOSALS, (3) HOW TO INITIATE ACTIONS FOR FEDERAL FUNDS, AND (4) WHEN AND WHERE PROPOSALS SHOULD BE INTRODUCED. MAJOR PRESENTATIONS INCLUDED--(1) "THE ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965, TITLE I" (ESEA), (2) "ESEA, TITLES II AND III," (3) "ESEA, TITLE IV", (4) "ESEA, TITLE V," (5) "EXPLANATION OF INDUSTRIAL ARTS INSTITUTES UNDER TITLE XI, NATIONAL DEFENSE EDUCATION ACT," (6) "UNDERGRADUATE STUDENT FINANCIAL ASSISTANCE AVAILABLE FOR INDUSTRIAL ARTS STUDENTS UNDER THE HIGHER EDUCATION ACT OF 1965, TITLE IV," AND (7) "A LOOK AHEAD IN EDUCATIONAL LEGISLATION." THE APPENDIX GIVES A ROSTER OF PARTICIPANTS AND SUGGESTED GUIDELINES FOR PROPOSAL PREPARATION. THIS DOCUMENT IS AVAILABLE FOR $3.75 FROM AMERICAN INDUSTRIAL ARTS ASSOCIATION, NATIONAL EDUCATION ASSOCIATION, 1201 SIXTEENTH STREET, N.W., WASHINGTON, D.C. 20036. (EM)

ED018641 VT003773
EDUCATION IN THE STATES, A PLANNING CHART BOOK. 66, 33P.

A CONDENSED VIEW OF EDUCATION IN THE UNITED STATES IS PRESENTED IN 24 CHARTS AND BRIEF EXPLANATIONS UNDER THE HEADINGS--(1) TOWARD A TRILLION-DOLLAR ECONOMY IN 1975, (2) THE IMPORTANCE OF BEING QUALIFIED, (3) EDUCATION IS FOR ALL, AND (4) PLANNING FOR EDUCATION--THE YEARS AHEAD. THE TRILLION-DOLLAR PRODUCTION POTENTIAL IS DEPENDENT UPON TECHNOLOGICAL ADVANCES AND EXPANDED EDUCATIONAL OPPORTUNITIES. NOT ONLY WILL THE NEW JOBS BE FOR THE HIGHLY SKILLED, ALL JOBS WILL REQUIRE MORE EDUCATION. PROFESSIONAL, TECHNICAL, AND RELATED OCCUPATIONS WILL CONTINUE TO BE THE MOST RAPIDLY GROWING FIELDS. PUBLIC EDUCATION WILL NEED TO PROVIDE A COMPREHENSIVE PROGRAM FOR PERSONS OF ALL AGES AND EDUCATIONAL ATTAINMENT. THE TREND TOWARD URBANIZATION AND THE RESULTING SHIFT IN POPULATION WILL REQUIRE A REEXAMINATION OF THE RURAL-ORIENTED EDUCATIONAL SYSTEM. STATE PLANNING FOR QUALITY EDUCATION SHOULD (1) PROVIDE IMPROVED TECHNIQUES, EQUIPMENT, AND FACILITIES FOR SCHOOLS, (2) SPONSOR RESEARCH ON LEARNING, CURRICULUM, TEACHING MATERIALS, AND TEXTBOOKS, (3) EXPAND EDUCATIONAL OPPORTUNITIES, (4) IMPROVE STANDARDS OF TEACHING, (5) MEET MANPOWER NEEDS, AND (6) MODERNIZE VOCATIONAL EDUCATION. ANALYTICAL TOOLS ARE BECOMING AVAILABLE FOR PLANNING EDUCATIONAL SYSTEMS. NEW TECHNIQUES INCLUDE SYSTEMS ANALYSIS, PROGRAM BUDGETING, AND COST-EFFECTIVENESS ANALYSIS. FISCAL EXPERTS ARE STARTING TO LOOK AT EDUCATION AS A PRODUCTION PROCESS, SOMEWHAT ANALOGOUS TO INDUSTRY, HAVING INPUT, PROCESS, AND OUTPUT VARIABLES. PUBLIC EDUCATION EXPENDITURES, INCLUDING MANY PROGRAM IMPROVEMENTS, MAY REACH NEARLY $45 BILLION BY 1970. THIS DOCUMENT IS AVAILABLE FOR $1.00 FROM NATIONAL COMMITTEE FOR SUPPORT OF THE PUBLIC SCHOOLS, 1424 SIXTEENTH STREET, N.W., WASHINGTON, D.C. 20036. (WB)

ED018645 VT003888
PROCEEDINGS OF NATIONAL SEMINAR ON PROGRAM PLANNING, BUDGETING AND EVALUATION, VOCATIONAL-TECHNICAL EDUCATION. FINAL REPORT. CONNOLLY, JOHN; SMITH, CLODUS R., 15DEC67, 64P.

THIRTY-NINE FEDERAL AND STATE EDUCATORS FROM 33 STATES, 23 RESOURCE PERSONNEL, AND 15 STAFF AND CHAIRMEN PARTICIPATED IN A SEMINAR TO (1) DEVELOP INSIGHTS INTO THE PRINCIPLES AND PROCESS OF PROGRAM PLANNING, BUDGETING, AND EVALUATION, (2) INVOLVE STATE, REGIONAL, AND LOCAL STAFF MEMBERS, (3) DEVELOP A CADRE OF KNOWLEDGEABLE VOCATIONAL EDUCATORS, AND (4) DEVELOP GUIDES AND MODELS. PRESENTATIONS INCLUDED (1) "DEVELOPING POLICY AND PROCEDURES TO ACHIEVE GOALS AND OBJECTIVES" BY JOSEPH HALL, (2) "THE WAR ON POVERTY" BY HARRY HALLERY, (3) "FRAMEWORK FOR PROGRAM AND FINANCIAL PLANNING" BY GROVER DURNELL, (4) "RESOURCES FROM TITLE V FOR PLANNING AND DEVELOPING IN VOCATIONAL-TECHNICAL EDUCATION" BY HARRY PHILLIPS, (5) "RESOURCES FROM TITLE III FOR PLANNING AND DEVELOPING VOCATIONAL-TECHNICAL EDUCATION" BY LEE E. WICKLINE, AND (6) "WORK OF THE ADVISORY COUNCIL ON VOCATIONAL EDUCATION" BY MELVIN BARLOW. OTHER PRESENTATIONS ON SUCH SUBJECTS AS BUDGETS, EVALUATION, PROGRAM PLANNING, OBJECTIVES, POLICY AND PROCEDURES, AND SOURCES AND USE OF DATA ARE SUMMARIZED. AN EARLIER ADDRESS BY CARL D. PERKINS AND MATERIAL ON THE SEMINAR PLANNING UNITS ARE INCLUDED. DOCUMENTS REPORTING RELATED SEMINARS AND CONFERENCES ARE VT 002 137, VT 002 105, AND VT 004 630. (EM)

ED018656 VT004630
EVALUATION CONFERENCE ON LEADERSHIP DEVELOPMENT SEMINARS, PROGRAM PLANNING, BUDGETING AND EVALUATION. FINAL REPORT. HIMMELE, IRVIN H.; SMITH, CLODUS R., 15DEC67, 40P.

THIRTY-FOUR PARTICIPANTS REPRESENTING THE LEADERSHIP-ACTION LEVEL OF PERSONNEL THROUGHOUT THE NATION AND FROM THE U.S. OFFICE OF EDUCATION EVALUATED THE LEADERSHIP DEVELOPMENT AND PROGRAM PLANNING, AND BUDGETING SEMINARS HELD DURING 1967. GUIDELINES FOR SEMINAR EVALUATION WERE PRESENTED--(1) "RATIONALE AND RETROSPECT" BY N. EDWIN CRAW-

FORD, (2) "EVALUATION OF LEADERSHIP DEVELOPMENT AND PROGRAM PLANNING AND BUDGETING SEMINARS" BY A.H. KREBS, AND (3) "TEACHING-LEARNING PROCESS CRITERIA FOR CONINTUING EVALUATION" BY EINAR R. RYDEN. GROUP SESSIONS FOR EVALUATING THE SEMINARS CONSIDERED OBJECTIVES, PARTICIPANTS, PROGRAM CONTENT, TECHNIQUES, AND PERSONNEL. THE GROUP REPORTS, PLANS FOR 1968 SEMINARS, A GENERAL SESSION CRITIQUE, AND A CONFERENCE EVALUATION ARE INCLUDED. DOCUMENTS REPORTING THE SEMINARS ARE VT 002 105, VT 002 137, AND VT 003 888. (EM)

ED018672 VT005442
FINAL REPORT OF THE STUDY OF POST HIGH SCHOOL EDUCATIONAL NEEDS IN BUCKS COUNTY, 1968-1980. VOLUME I. BREWIN, CHARLES E., JR.; PARKER, JOHN K., MAR68, 257P.

THE PURPOSE OF THE STUDY WAS TO DETERMINE THE PRESENT AND FUTURE OF LOCAL RESIDENTS FOR POST-HIGH SCHOOL EDUCATION, THE ABILITY OF EXISTING FACILITIES TO MEET THE NEEDS, FACTORS WHICH RESTRICT THE EDUCATIONAL OPPORTUNITIES, AND COURSES OF ACTION FOR MEETING LOCAL EDUCATIONAL NEEDS. HIGH SCHOOL SENIORS, ADULTS, MAJOR EMPLOYERS IN BUCKS COUNTY, AND POST-HIGH SCHOOL INSTITUTIONS IN THE COUNTY AND SURROUNDING COMMUNITY AREA WERE SURVEYED BY QUESTIONNAIRES UNDER THE DIRECTION OF A 27-MEMBER ADVISORY COUNCIL REPRESENTING EDUCATION, BUSINESS, LABOR, AND GOVERNMENT. RECOMMENDATIONS ARE PRESENTED FOR THE DIFFERENT LEVELS AND TYPES OF EDUCATIONAL INSTITUTIONS, EMPLOYERS, AND THE ENTIRE COMMUNITY. SOME RECOMMENDATIONS CONCERNED--(1) INCREASING EVENING PROGRAM ENROLLMENT CAPACITY IN AREA VOCATIONAL-TECHNICAL SCHOOLS FROM 1,200 IN 1966-67 TO 3,300 BY 1980 AND EXPLORING THE POSSIBILITY OF 13TH AND 14TH YEAR PROGRAMS, (2) INCREASING ADULT AND CONTINUING EDUCATION EVENING PROGRAM ENROLLMENT CAPACITY IN HIGH SCHOOLS FROM 3,600 IN 1966-67 TO 10,200 BY 1980 AND STRESSING JOB-RELATED OFFERINGS, (3) IN COMMUNITY COLLEGES, EXPANDING THE ENROLLMENT CAPACITY AND EXPLORING THE POSSIBILITY OF EXPANDING PROGRAM OFFERINGS IN AREAS OF PREREGISTERED NURSING, PRACTICAL NURSING, AND MEDICAL TECHNOLOGY IN COOPERATION WITH HOSPITALS, (4) EXPANDING TUITION ASSISTANCE AND OTHER INCENTIVES BY EMPLOYERS TO EMPLOYEES ENGAGING IN POST-HIGH SCHOOL EDUCATION, (5) CONDUCTING A COMPREHENSIVE STUDY OF POST-SECONDARY EDUCATION NEEDS AND RESOURCES WHEN THE 1970 U.S. CENSUS DATA BECOME AVAILABLE, AND (6) MAKING THE STATE LEGISLATURE AND THE HIGHER EDUCATION ASSISTANCE AGENCY AWARE OF COMMUNITY SUPPORT FOR SCHOLARSHIP FUNDS FOR STUDENTS PURSUING POST-HIGH SCHOOL EDUCATION IN INSTITUTIONS NOT GRANTING COLLEGE DEGREES. APPENDIX A AND B LIST WORKING PAPERS ON POPULATION GROWTH, EMPLOYMENT, AND EDUCATION IN BUCKS COUNTY, PENNSYLVANIA. APPENDIX C THROUGH G AND THE BIBLIOGRAPHY ARE IN VOLUME II (VT 005 443). A PROGRESS REPORT OF THE STUDY IS VT 002 737. (BS)

ED018674 VT005473
RESEARCH VISIBILITY. VOCATIONAL EDUCATION IS SERVICE--LEADERSHIP AND ADMINISTRATION. APR68, 16P.

NINETEEN REVIEWS IN THIS ISSUE PERTAIN TO LEADERSHIP AND ADMINISTRATION, ONE OF THE MAJOR AREAS OF CONCERN IDENTIFIED BY THE PANEL OF CONSULTANTS ON VOCATIONAL EDUCATION. THEY ARE ORGANIZED BY TOPICS--(1) "LEADERSHIP TRAINING, WORKSHOPS, AND INSTITUTES" TREATS AN INTERDISCIPLINARY FORUM ON OCCUPATIONAL EDUCATION, A HOME ECONOMICS WORKSHOP, A DOCTORAL PROGRAM SYMPOSIUM, AND SIX LEADERSHIP DEVELOPMENT MEETINGS, (2) "COSTS AND BENEFITS OF VOCATIONAL EDUCATION" DISCUSSES WAGE DIFFERENCES, COST-BENEFIT ANALYSIS, AND COSTS AND RETURNS OF TECHNICAL EDUCATION, (3) "STATE ADMINISTRATION" DESCRIBES MICHIGAN'S LEADERSHIP PROGRAM, INSTRUMENTS USED IN STUDYING STATE AGENCIES, AND CRITERIA FOR SELF-ANALYSIS FOR VOCATIONAL EDUCATION, AND (4) "STUDIES OF GENERAL INTEREST TO ADMINISTRATORS" INCLUDES A POST-WAR EXAMINATION OF VOCATIONAL EDUCATION AND INTERGOVERNMENTAL FISCAL RELATIONS, SOCIAL FACTORS IN SLUMS, AND IMPLICATIONS OF VOCATIONAL EDUCATION FOR COMPANY PLANT SITE SELECTION. "PLAIN TALK," A CONTINUING COLUMN, DISCUSSES LEADERSHIP DEVELOPMENT EFFORTS IN VOCATIONAL EDUCATION AND TWO OF THE REVIEWED STUDIES. THE BIBLIOGRAPHY LISTS EIGHT RELATED STUDIES WHICH ARE IN PROCESS. THIS ARTICLE IS PUBLISHED IN THE "AMERICAN VOCATIONAL JOURNAL," VOLUME 43, NUMBER 4, APRIL 1968. (EM)

ED018685 AC000537
A SUMMARY OF THE NUEA HIGH SCHOOL SURVEY OF MARCH 1966. (TITLE SUPPLIED). HARTSELL, CHARLES W.; PETERS, JAMES N., MAR66, 8P.

A STATISTICAL SUMMARY OF THE NATIONAL UNIVERSITY EXTENSION ASSOCIATION (NUEA) HIGH SCHOOL SURVEY OF MARCH 1966 DEALS WITH 1700 CORRESPONDENCE COURSES OFFERED BY EXTENSION DIVISIONS OF UNITED STATES COLLEGES AND UNIVERSITIES. THIRTY-SIX OF THE 64 NUEA MEMBER INSITUTIONS OFFER PRE-COLLEGE INSTRUCTION. TOPICS COVERED BY THE SURVEY ARE--ENROLLMENT FIGURES, NUMBER OF HALF-UNIT COURSES OFFERED, INCREASING AND DECREASING NUMBER OF COURSES, SOURCES OF SYLLABI, SOURCES OF FUNDS, METHODS OF PROMOTION OF PROGRAMS (PAID ADS, MAILING LISTS, VISITS TO SCHOOLS), DIPLOMAS OR EQUIVALENCY CERTIFICATES GRANTED, AND STUDENT ADMITTANCE REQUIREMENTS. THE REPORT ACCOMPANYING THE SUMMARY STATES THAT THERE IS A NEED FOR EXPANSION OF COURSE OFFERINGS LEADING TO THE HIGH SCHOOL DIPLOMA AND FOR IMPROVED METHODS OF INFORMING THE POTENTIAL STUDENT OF THE PROGRAMS OFFERED. THE QUESTIONNAIRE IS INCLUDED. (AJ)

ED018686 AC000552
A STUDY OF COUNTY COMMISSIONERS' PRECEPTION OF THE NORTH CAROLINA COOPERATIVE EXTENSION SERVICE, NORTHEASTERN EXTENSION DISTRICT, NORTH CAROLINA. 65, DOCUMENT NOT AVAILABLE FROM EDRS.

AN INTERVIEW QUESTIONNAIRE WAS USED TO DISCOVER HOW 85 ELECTED COUNTY COMMISSIONERS IN THE NORTHEASTERN EXTENSION DISTRICT OF NORTH CAROLINA PERCEIVED THE COOPERATIVE EXTENSION SERVICE. THE EXTENT TO WHICH TENURE AS A COMMISSIONER, OCCUPATION, EDUCATION, AGE, AND INVOLVEMENT IN EXTENSION ACTIVITIES WERE ASSOCIATED WITH THE PERCEPTION OF EXTENSION'S PURPOSE AND ORGANIZATION, THE ROLE OF COUNTY AGENTS, LEADERS' FUNCTIONS IN PROGRAMMING, AND EXTENSION CLIENTELE, WAS EXAMINED. THE COMMISSIONERS PERCEIVED EFFICIENCY IN AGRICULTURAL PRODUCTION, ASSISTING PEOPLE IN MANAGING NATURAL RESOURCES, AND TEACHING FAMILIES HOW BETTER TO MANAGE THEIR RESOURCES AS THE MOST IMPORTANT EXTENSION GOALS, AND TEACHING UNDERLYING PRINCIPLES OF FARMING AND HOMEMAKING AS THE MOST IMPORTANT FUNCTION OF COUNTY AGENTS. THEY WERE KNOWLEDGEABLE ABOUT EXTENSION ORGANIZATION AND FINANCIAL SUPPORT. THE COMMISSIONERS INDICATED THAT LEADERS COULD ASSIST AGENTS IN PROGRAM PLANNING, AND CONSIDERED AGENTS IN THEIR DISTRICT WELL QUALIFIED. FARM GROUPS WERE CONSIDERED EXTENSION'S CHIEF CLIENTELE. WAYS IN WHICH THE FIVE PERSONAL FACTORS RELATED TO COMMISSIONS' PERCEPTIONS WERE CITED. THIS MASTERS THESIS IS AVAILABLE FROM NORTH CAROLINA STATE UNIVERSITY. 184 PAGES. (LY)

ED018845 EA001219
A NEW ORGANIZATIONAL SYSTEM FOR STATE-LEVEL EDUCATIONAL ADMINISTRATION, A RECOMMENDED RESPONSE TO EMERGING REQUIREMENTS FOR CHANGE IN CALIFORNIA. A REPORT TO THE CALIFORNIA STATE BOARD OF EDUCATION. HALBOWER, CHARLES C.; AND OTHERS, MAY67, 253P.

DERIVED FROM AN ANALYSIS OF FUNCTIONAL REQUIREMENTS AND ASSIGNED RESPONSIBILITIES, A NEW ORGANIZATIONAL SYSTEM RELYING UPON MANAGERIAL CAPABILITIES AND CAPACITY FOR CHANGE IS PROPOSED BY A TEAM OF PROFESSIONAL CONSULTANTS TO COPE SUCCESSFULLY WITH PROBLEMS AND STRESSES CONFRONTING THE CALIFORNIA STATE SYSTEM OF EDUCATIONAL ADMINISTRATION. SEVEN BROADLY DEFINED MAJOR FUNCTIONS INCLUDE SENSING EMERGING NEEDS, ASSIGNING PRIORITIES AND ALLOCATING RESOURCES, DISSEMINATING INFORMATION REGARDING NEW INSTRUCTIONAL PROGRAMS, AND ASSURING THE QUALITY OF EDUCATIONAL OFFERINGS IN ACCORDANCE WITH LEGISLATIVE MANDATES AND STATE BOARD REGULATIONS. AN ORGANIC DIAMOND GRID CHART INCORPORATING INHERENT FLEXIBILITY PORTRAYS THE INTERDEPENDENCE AMONG COMPONENT ELEMENTS OF THE NEW ORGANIZATION, WITH FUNCTIONAL ATTRIBUTES CUSTON-DESIGNED TO CARRY OUT THE MISSIONS OF THE ORGANIZATION. SPECIFIC RECOMMENDATIONS ARE MADE FOR ESTABLISHING MAJOR PROGRAMS (COMPENSATORY EDUCATION, DEPARTMENTAL DEVELOPMENT AND LONG-RANGE PLANNING, DISTRICT DEVELOPMENT, AND EDUCATIONAL INNOVATION DISSEMINATION) AND A NEW AGENCY FOR STATE-LEVEL ADMINISTRATION OF COMMUNITY COLLEGE EDUCATION. OTHER RECOMMENDATIONS INCLUDE PERSONNEL ASSIGNMENTS, RESPONSIBILITIES OF THE STATE BOARD OF EDUCATION, AND ORGANIZATIONAL RECOMMENDATIONS FOR MAJOR DIVISIONS (GENERAL EDUCATION, VOCATIONAL EDUCATION, SPECIAL EDUCATION, AND FISCAL AND BUSINESS MANAGEMENT SERVICES) AS WELL AS FOR PERSONNEL, INFORMATION, AND DEPARTMENTAL SUPPORTING SERVICES. (JK)

ED018846 EA001220
THE QUASI NONGOVERNMENTAL ORGANIZATION. 67, 16P.

ORGANIZED TO MEET URGENT NATIONAL NEEDS, PROVIDE INDEPENDENT JUDGMENT, AND OFFER FRESH SOLUTIONS TO COMPLEX PROBLEMS, THE QUASI NONGOVERNMENTAL ORGANIZATION IS DEFINED AS A NONPROFIT ASSOCIATION OR INSTITUTION LODGED IN THE PRIVATE SECTOR OF SOCIETY BUT FINANCED LARGELY OR ENTIRELY BY THE FEDERAL GOVERNMENT, RESPONSIBLE TO ITS OWN BOARD OF DIRECTORS, LOCATED ON NONGOVERNMENT PROPERTY, AND DETERMINING AND IMPLEMENTING ITS OWN PROGRAM. EXAMPLES OF SUCH INSTITUTIONS INCLUDE RESEARCH UNITS SPONSORED BY THE DEFENSE ESTABLISHMENT, REGIONAL EDUCATIONAL LABORATORIES, PRIVATE ORGANIZATIONS SUPPORTED BY CIA FUNDS, TECHNICAL ASSISTANCE PROGRAMS SPONSORED BY THE AGENCY FOR INTERNATIONAL DEVELOPMENT, AND COMMUNITY ACTION AGENCIES SPONSORED BY THE OFFICE OF ECONOMIC OPPORTUNITY. BECAUSE IT SERVES PUBLIC RATHER THAN PRIVATE OR INDIVIDUAL PURPOSES, THE QUASI NONGOVERNMENTAL ORGANIZATION IS DISTINCT FROM THE TRUE VOLUNTARY ASSOCIATION. WAYS NEED TO BE FOUND TO INSURE SUCH ORGANIZATIONS THE FREEDOMS OF PROGRAM, ADMINISTRATION, AND COMMUNICATION, WITH ADEQUATE FINANCIAL SECURITY AND APPROPRIATE ACCOUNTABILITY. THIS ARTICLE IS A REPRINT FROM THE "ANNUAL REPORT FOR 1967." (JK)

ED018847 EA001221
CURRENT PROBLEMS WITHIN THE TEACHING PROFESSION. 14NOV67, 17P.

AT THE ANNUAL MEETING OF THE COUNCIL OF CHIEF STATE SCHOOL OFFICERS HELD NOVEMBER 14, 1967, IN SAN JUAN, PUERTO RICO, THE EXECUTIVE SECRETARY OF THE NATIONAL EDUCATION ASSOCIATION DEFINED MAJOR FACTORS TO WHICH HE ATTRIBUTED UNREST AMONG TEACHERS IN AMERICAN SCHOOLS. THESE FACTORS INCLUDE RAPIDLY INCREASING SCHOOL ENROLLMENT, CONSEQUENT SOCIAL DISTANCE BETWEEN CLASSROOM TEACHER AND SCHOOL ADMINISTRATOR, INCREASING PROFESSIONALISM OF MALE TEACHERS, INADEQUATE COMPENSATION BOTH ECONOMICALLY AND SOCIALLY, GROWING BUREAUCRACY, AND OVERCENTRALIZATION. PROBLEM-SOLVING SUGGESTIONS INCLUDE A COOPERATIVE PLANNING COMMITTEE REPRESENTING ADMINISTRATION, TEACHING STAFF, AND PARENTS, A BROADER RESPONSIBILITY BASE FOR STAFF RECRUITMENT, AND LOCAL CONTROL OVER BASIC DECISIONS AFFECTING THE PROGRAM OF THE INDIVIDUAL SCHOOL. THE FEDERAL GOVERNMENT IS PROJECTED AS NECESSARILY BECOMING A FULL THIRD PARTNER IN THE PUBLIC SCHOOL ENTERPRISE. NINE AREAS OF ACTION ARE OUTLINED WHEREIN THE NATIONAL EDUCATION ASSOCIATION WILL SEEK TO ENGAGE IN THE IMPROVEMENT OF EDUCATION. THIS SPEECH WAS PRESENTED TO THE COUNCIL OF CHIEF STATE SCHOOL OFFICERS ANNUAL MEETING (SAN JUAN, PUERTO RICO, NOVEMBER 14, 1967). (JK)

ED018848 EA001222
STUDY OF THE OFFICE OF EDUCATION. 16NOV67, 27P.

THE MAIN CONTENT OF A RECENTLY COMPLETED STUDY OF THE UNITED STATES OFFICE OF EDUCATION WAS DESCRIBED AT THE ANNUAL MEETING OF THE COUNCIL OF CHIEF STATE SCHOOL OFFICERS HELD NOVEMBER 16, 1967, IN SAN JUAN, PUERTO RICO. THE 769-PAGE APPRAISAL, IN PROCESS OF PUBLICATION, EXAMINES THE OPERATION AND RESPONSIBILITIES OF EACH DIVISION OF THE FOUR OPERATING BUREAUS--HIGHER EDUCATION, RESEARCH, ELEMENTARY AND SECONDARY EDUCATION, AND ADULT AND VOCATIONAL EDUCATION. ASPECTS OF THE OFFICE WHICH WERE CONSIDERED INCLUDE BACKGROUND AND PRESENT ORGANIZATION, PERSONNEL AND PERSONNEL PRACTICES, DECENTRALIZATION, REGULATIONS AND GUIDELINES, AND PLANNING AND EVALUATION OF PROGRAMS. ONE OF THE OFFICE'S GREAT STRENGTHS IS ITS CAPABLE AND SERVICE-MINDED STAFF, RESPONSIBLE TO THE CONGRESS AND TO THE VARIED NEEDS OF THE SCHOOL SYSTEMS, INSTITUTIONS, AND POPULATIONS SERVED. THE OFFICE'S GREATEST WEAKNESS IS ITS OVERLOAD OF RESPONSIBILITIES COMPARED WITH ITS PRESENT CAPABILITY OF DEALING WITH THEM. PROBLEMS OF FEDERALLY FUNDED PROGRAMS THAT DEMAND IMMEDIATE ATTENTION INCLUDE LATE FUNDING, BURDENSOME ADMINISTRATIVE REQUIREMENTS, INADEQUATE EVALUATION, FEDERAL CONTROL WHEN SUCH CONTROL IS PROHIBITED, AND LACK OF UNIFORM STATE ADMINISTRATION. OTHER PROBLEMS INCLUDE UNSATISFACTORY DEVELOPMENT OF CATEGORICAL AID PROGRAMS, INADEQUATE VOCATIONAL AND TECHNICAL TRAINING PROGRAMS, AND THE NEED FOR RAISING EDUCATION TO CABINET STATUS IN THE FEDERAL STRUCTURE. THIS SPEECH WAS PRESENTED TO THE COUNCIL OF CHIEF STATE SCHOOL OFFICERS ANNUAL MEETING (SAN JUAN, PUERTO RICO, NOVEMBER 16, 1967). (JK)

ED018856 EA001232
PPBS--CURRENT RESEARCH AND PROGRAMMATIC IMPLICATIONS FOR COLLECTIVE NEGOTIATIONS. 8FEB68, 10P.

PLANNING-PROGRAMMING-BUDGETING SYSTEMS (PPBS) ARE INTENDED TO FACILITATE THE KINDS OF INFORMATION AND DATA ANALYSIS WHICH FURNISH ADMINISTRATORS WITH A MORE COMPLETE BASIS FOR RATIONAL CHOICE. NEUTRAL ON THE ISSUES OF COST REDUCTION, PPBS IS DESIGNED TO FOSTER ECONOMIC EFFICIENCY. ADVANTAGES WHICH IT OFFERS OVER TRADITIONAL PRACTICES INCLUDE--(1) PROGRAM-ORIENTED INFORMATION, (2) ANALYSIS OF POSSIBLE ALTERNATIVE PROGRAMS AND OBJECTIVES, (3) LONG-RANGE PLANS AND EVALUATIVE CRITERIA, (4) USE OF CONTEMPORARY MANAGEMENT SCIENCE CONCEPTS TO IMPROVE UTILIZATION OF TEACHER COMPETENCE, (5) STRUCTURAL FLEXIBILITY AND PARTICIPATORY PLANNING, AND (6) REPORT OF SCHOOL PROGRAMS IN THE SCHOOL BUDGET DOCUMENT. SUCCESSFUL INSTALLATION OF THE PROGRAM BUDGETING FORMAT IS DEPENDENT UPON COMPLETION OF THREE KINDS OF RESEARCH ACTIVITIES--(1) PROGRAM CLASSIFICATION, STRUCTURAL DESIGN, AND PLANNING MATRICES, (2) PROGRAMMING, SYSTEMS ANALYSIS, AND BUDGETING, AND (3) INFORMATION SUPPORT, EVALUATION, AND PROGRAM REVISION. THE KEY TO RESOLVING RECENT EDUCATIONAL DISPUTES HAS BEEN LARGELY FINANCIAL. FOCUS UPON PROGRAMS WOULD ALLOW TEACHERS, BOARDS OF EDUCATION, ADMINISTRATORS, AND THE GENERAL PUBLIC TO SEEK RESOURCES FOR NEEDED PROGRAMS, RATHER THAN FOR SELFISH ENDS. THIS PAPER WAS PRESENTED TO THE AMERICAN EDUCATIONAL RESEARCH ASSOCIATION (CHICAGO, ILLINOIS, FEBRUARY 8-10, 1968). (HM)

ED018858 EA001234
RESEARCH ON ACHIEVEMENT DETERMINANTS IN EDUCATIONAL SYSTEMS--A SURVEY. 22JAN68, 35P.

PRIMARY FINDINGS OF OVER 30 STUDIES DATING FROM 1960 TO 1967, INCLUDING RESEARCH REPORTS, PROGRAM DESCRIPTIONS, AND THEORETICAL FORMULATIONS, ARE SYNTHESIZED IN AN EVALUATION OF CONTEMPORARY LITERATURE ON THE DETERMINANTS OF ACHIEVEMENT IN PUBLIC ELEMENTARY AND SECONDARY SCHOOL SYSTEMS. FOCUS OF THE SURVEY IS ON DETERMINING INPUTS AND OUTPUTS OF EDUCATIONAL SYSTEMS, ESPECIALLY THE CAPACITY OF EDUCATIONAL SYSTEMS FOR RAISING ACHIEVEMENT LEVELS AND CHANGING DEVIANT BEHAVIOR PATTERNS OF LOW-INCOME AND CULTURALLY DEPRIVED STUDENTS. PER PUPIL EXPENDITURE AS A KEY DETERMINANT HAS BEEN GENERALLY REFUTED. OTHER VARIABLES STUDIED INCLUDE TEACHER CHARACTERISTICS, PEER ATTITUDES AND CHARACTERISTICS, SCHOOL PROGRAM, FAMILY BACKGROUND, MINORITY GROUP MEMBERSHIP, SOCIOECONOMIC LEVEL OF CITY AND SCHOOL DISTRICT, SPECIFIC SCHOOL CHARACTERISTICS, GEOGRAPHIC LOCATION, AND ETHNIC STRATA. THE SIX VARIABLES MOST CLEARLY RELATED TO ACHIEVEMENT GAINS IN TWO OR MORE OF THE STUDIES SURVEYED INCLUDE MALE TEACHER STARTING SALARIES, AVERAGE NUMBER OF YEARS OF TEACHING EXPERIENCE, NUMBER OF BOOKS IN THE SCHOOL LIBRARY, AVERAGE CLASS SIZE, PUPIL/TEACHER RATIO, AND PERCENT OF GRADUATES GOING TO COLLEGE. FURTHER CROSS SECTIONAL AND LONGITUDINAL STUDIES ARE NEEDED TO DETERMINE WHAT FACTORS AFFECT ACHIEVEMENT INCREASE AND STUDENT RETENTION. (JK)

ED018859 EA001235
A MODEL FOR THE DETERMINATION OF SCHOOL ATTENDANCE AREAS UNDER SPECIFIED OBJECTIVES AND CONSTRAINTS. 22JAN68, 17P.

THIS TECHNICAL NOTE, ONE OF A SERIES PUBLISHED ON THE URBAN EDUCATION MODEL, PRESENTS A MODEL FOR DETERMINING REQUIRED SCHOOL ATTENDANCE AREAS WHEN RESTRICTIONS HAVE BEEN PLACED ON THE RACIAL AND/OR SOCIAL COMPOSITION OF EACH SCHOOL PLANT. THESE ATTENDANCE AREAS ARE GENERATED IN A MANNER INSURING THE ASSIGNMENT OF STUDENTS WHICH MINIMIZES THE TOTAL "DISTANCE" TRAVELED BY ALL STUDENTS. THE METHODOLOGY ALLOWS FOR SYSTEMATIC STUDY OF THE RELATIONSHIP BETWEEN SCHOOL LOCATION DECISIONS, RACIAL AND SOCIAL COMPOSITIONS OF SCHOOLS, AND OBJECTIVES SUCH AS THE MINIMIZATION OF TOTAL STUDENT TRAVEL TIME. INPUTS REQUIRED TO CONDUCT SUCH ANALYSES INCLUDE THE EXISTING DISTRIBUTION OF SCHOOL PLANTS, THE LOCATION OF PROPOSED PLANTS, AND THE GEOGRAPHIC DISTRIBUTION OF STUDENTS DEFINED BY THEIR RACIAL, SOCIAL, AND AGE CHARACTERISTICS. THE ANALYSIS CONSISTS OF (1) THE DEFINITION OF THE PROPOSED AND EXISTING SCHOOL PLANT(S) BY LOCATION, AGE GROUP, AND CAPACITY, (2) DATA THAT DEFINE THE STUDENT POPULATION CROSS-CLASSIFIED ACCORDING TO AREAL UNIT, RACIAL GROUP, SOCIAL CLASS, AND AGE GROUP, (3) PROPORTIONS OF RACIAL AND SOCIAL MIXES FOR THE INDIVIDUAL SCHOOL PLANTS, (4) AN OBJECTIVE FUNCTION SUCH AS MINIMIZING THE TOTAL DISTANCE TRAVELED BY ALL STUDENTS, AND (5) SOLVING THE MODEL TO YIELD THE ASSIGNMENT OF STUDENTS TO SCHOOLS. EA 001 236 IS A RELATED DOCUMENT. (HW)

ED018860 EA001236
OUTLINE OF AN URBAN EDUCATIONAL MODEL. LYLE, JEROLYN R.; O'BRIEN, RICHARD J., 22JAN68, 17P.

THIS TECHNICAL NOTE IS A NONTECHNICAL DISCUSSION OF THE URBAN EDUCATION MODEL, AN ANALYTIC, SYMOBLIC MODEL TO BE USED IN PLANNING THE LOCATION AND ENROLLMENT SIZE OF URBAN SCHOOLS. AMONG THE EDUCATIONAL ALTERNATIVES THAT MAY BE CONSIDERED BY THE METHODOLOGY PRESENTED ARE THE "GREAT HIGH SCHOOLS" AND THE "EDUCATIONAL PARKS." THE CENTRAL ORIENTATION OF THE URBAN EDUCATIONAL MODEL IS PLANNING THE LOCATION AND ENROLLMENT SIZE OF ELEMENTARY AND SECONDARY SCHOOL PLANTS. FOUR SUB-MODELS COMPOSE THE GENERAL URBAN EDUCATION MODEL. THE URBAN SUB-MODEL DETERMINES ATTENDANCE AREA BOUNDARIES BY ASSIGNING PUPILS TO SCHOOLS SO AS TO ACHIEVE GIVEN OBJECTIVES. THE SCHOOL SUB-MODEL ESTIMATES SPACE AND STAFF REQUIREMENTS PER SCHOOL. THE COST SUB-MODEL ESTIMATES THE COST IMPLICATIONS OF ATTENDANCE AREA BOUNDARIES AND SPACE-STAFF REQUIREMENTS. THE EFFECTIVENESS SUB-MODEL ASSURES THAT A PREDICTION OF ACHIEVEMENT LEVELS ON AN AGGREGATED SCHOOL PLANT BASIS MAY BE MADE BASED ON THE VARIABLES DEFINED IN OTHER SUB-MODELS, THAT IS STUDENT SOCIOECONOMIC AND SCHOOL VARIABLES. THE MODEL DOES NOT YIELD A "SOLUTION" BUT DOES PROVIDE AN ARRAY OF MEASURES OF POTENTIAL USE TO THE SCHOOL ADMINISTRATOR. EA 001 235 IS A RELATED DOCUMENT. (HW)

ED018861 EA001238
A DESCRIPTIVE AND COMPARATIVE STUDY OF THE ADMINISTRATIVE PATTERNS OPERATIVE IN SIX SCHOOL HEALTH PROGRAMS. FINAL REPORT. MAY67, 133P.

FOUR HYPOTHESES RELATED TO SCHOOL HEALTH PROGRAMS IN SIX SELECTED COMMUNITIES--DENVER (COLORADO), DUVAL COUNTY (FLORIDA), EVANSTON (ILLINOIS), PORTLAND (OREGON), PRINCE GEORGE'S COUNTY (MARYLAND), AND TACOMA (WASHINGTON)--WERE TESTED THROUGH ANALYSIS OF INTERVIEW AND QUESTIONNAIRE RESPONSE DATA. OF 321 QUESTIONNAIRES MAILED TO A SELECTED SAMPLE OF HEALTH PROGRAM PERSONNEL, 217 (67.7 PERCENT) WERE RETURNED USABLE FOR ANALYSIS, WITH APPROXIMATELY 35 FROM EACH COMMUNITY. IN THE SIX COMMUNITIES, 155 INTERVIEWS WERE CONDUCTED WITH SELECTED SCHOOL AND COMMUNITY PERSONNEL. STATISTICAL ANALYSIS GENERALLY CONFIRMED THAT (1) QUALITY OF THE SCHOOL HEALTH PROGRAM IS RELATED TO ADMINISTRATIVE ORGANIZATION AND RELATIONSHIPS, (2) QUALITY OF THE SCHOOL HEALTH PROGRAM IS RELATED TO SOURCE AND EXTENT OF FISCAL SUPPORT, (3) MAINTENANCE OF AND/OR IMPROVEMENT IN STUDENT HEALTH IS RELATED TO ADMINISTRATIVE ORGANIZATION AND RELATIONSHIPS, AND (4) EFFECTIVE INTEGRATION OF THE THREE PHASES OF THE SCHOOL HEALTH PROGRAM (INSTRUCTION, SERVICES, AND ENVIRONMENT) IS RELATED TO ADMINISTRATIVE ORGANIZATION AND RELATIONSHIPS. DESCRIPTIONS OF THE VARIOUS SCHOOL HEALTH PROGRAMS FOCUS ON SPECIAL ACHIEVEMENTS AND IDENTIFY MAJOR PROBLEMS IN SCHOOL HEALTH PROGRAMMING. APPENDICES INCLUDE THE SELF-ADMINISTERED QUESTIONNAIRE, SUPPORTING

DATA, ORGANIZATIONAL CHARTS OF THE SIX SCHOOL SYSTEMS, AND PERCEPTIVE DIFFERENCES OF TEACHERS, STAFF PERSONNEL, AND LINE ADMINISTRATORS. (JK)

ED018865 EA001271
LONG RANGE PLANNING FOR PUBLIC SCHOOLS, PRESENTING AN OUTLINE TO INDICATE SCOPE OF LONG RANGE DEVELOPMENTAL PROGRAM, 1967-1977. FEB68, 24P.

SCHOOL DISTRICTS HAVE A RESPONSIBILITY TO DEVELOP A COMPLETE EVALUATION OF EVERY FACET OF THEIR EDUCATIONAL PROGRAMS. THEY MUST PROJECT PROBABLE SITUATIONS AND CHANGE THE EDUCATIONAL PROGRAM NOW TO MEET THOSE SITUATIONS. THE MATERIAL PRESENTED IN THIS DOCUMENT IS IN THE FORM OF A SUGGESTED OUTLINE TO HELP A SCHOOL DISTRICT DEVELOP THE LONG RANGE PLANNING PROGRAM NOW REQUIRED FROM EVERY DISTRICT IN PENNSYLVANIA. THE OUTLINE COVERS THE COMMUNITY, THE EDUCATIONAL SYSTEM, SCHOOL FACILITIES, AND SCHOOL FINANCES. (HW)

ED018866 EA001272
EDUCATION RESEARCH AND ITS RELATION TO POLICY, AN ANALYSIS BASED ON THE EXPERIENCE OF THE UNITED STATES. BRIGHT, R. LOUIS; GIDEONSE, HENDRIK D., OCT67, 67P.

TO STIMULATE DISCUSSION ABOUT SUPPORT FOR EDUCATIONAL RESEARCH AND DEVELOPMENT, A PRESENTATION WAS MADE AT A PROFESSIONAL MEETING IN OCTOBER 1967, DESCRIBING THE NATURE OF SUCH ACTIVITIES, DISCUSSING SOME OF THE ISSUES RELATING TO THE ADMINISTRATION OF RESEARCH, AND REVIEWING THE EXPERIENCE OF THE UNITED STATES. DIVIDED INTO THREE MAIN SECTIONS, THE PAPER CONCENTRATES ON THE NATURE AND MANAGEMENT OF AND THE RESOURCES FOR EDUCATION RESEARCH, EXPLORES THE EVOLUTION OF THE AMERICAN EXPERIENCE, AND SPECULATES ON THE POLICY IMPLICATIONS FOR EDUCATION NOW ARISING AS A CONSEQUENCE OF RESEARCH AND DEVELOPMENT ACTIVITIES CURRENTLY BEING SUPPORTED. PARTICULAR ASPECTS OF EDUCATIONAL RESEARCH REVIEWED INCLUDE FINANCIAL RESOURCES, MANPOWER RESOURCES, EMERGENT UNITED STATES STRATEGY FOR EDUCATIONAL RESEARCH, CURRENT EMPHASES FOR THE RESEARCH PROGRAM, FUNDAMENTAL STUDIES, PERSONNEL DEVELOPMENT, DISSEMINATION OF NEW TECHNIQUES, AND FINANCIAL IMPLICATIONS. MAJOR EDUCATIONAL POLICY AND PLANNING DECISIONS ARE RELATED TO CURRENT RESEARCH ACTIVITIES IN FOUR MAIN AREAS--HUMAN GROWTH AND DEVELOPMENT, SOCIAL FACTORS AND LEARNING, NEW INSTRUCTIONAL TECHNIQUES AND CURRICULA, AND COMMUNICATION AND COMPUTER TECHNOLOGY. AN OUTPUT-ORIENTED MODEL OF RESEARCH AND DEVELOPMENT AND THEIR RELATIONSHIP TO EDUCATIONAL IMPROVEMENT IS APPENDED. THIS PAPER WAS PREPARED FOR THE MEETING OF THE COMMITTEE FOR SCIENTIFIC AND TECHNICAL PERSONNEL, ORGANIZATION FOR ECONOMIC CO-OPERATION AND DEVELOPMENT (OCTOBER, 1967). (JK)

ED018869 EA001275
COLLECTIVE NEGOTIATIONS IN EDUCATION, A REVIEW OF RECENT LITERATURE. JAN68, 8P.

SIX RECENT BOOKS ON COLLECTIVE NEGOTIATIONS ARE REVIEWED--(1) MYRON LIEBERMAN AND MICHAEL H. MOSKOW, "COLLECTIVE NEGOTIATIONS FOR TEACHERS, AN APPROACH TO SCHOOL ADMINISTRATION," (2) MICHAEL H. MOSKOW, "TEACHERS AND UNIONS, THE APPLICABILITY OF COLLECTIVE BARGAINING TO PUBLIC EDUCATION," (3) STANLEY M. ELAM, MYRON LIEBERMAN, AND MICHAEL H. MOSKOW, "READINGS ON COLLECTIVE NEGOTIATIONS IN PUBLIC EDUCATION," (4) ROBERT E. DOHERTY AND WALTER E. OBERER, "TEACHERS, SCHOOL BOARDS, AND COLLECTIVE BARGAINING, A CHANGING OF THE GUARD," (5) T.M. STINNETT, JACK H. KLEINMANN, AND MARTHA L. WARE, "PROFESSIONAL NEGOTIATION IN PUBLIC EDUCATION," AND (6) ROY B. ALLEN AND JOHN SCHMID, EDITORS, "COLLECTIVE NEGOTIATIONS AND EDUCATIONAL ADMINISTRATION." AMONG THE AREAS DISCUSSED ARE NEGOTIATION HISTORY, TEACHER ORGANIZATIONS, NEGOTIABLE ISSUES, STRIKES AND SANCTIONS, RELEVANCE OF THE PRIVATE SECTOR, ADMINISTRATOR MEMBERSHIP IN TEACHER ORGANIZATIONS, SUPERINTENDENT ROLE IN NEGOTIATIONS, AND THE FUTURE OF NEGOTIATIONS. ALSO INCLUDED IS A LIST OF ERIC/CEA DOCUMENTS ON COLLECTIVE NEGOTIATIONS SCHEDULED FOR APPEARANCE IN "RESEARCH IN EDUCATION." THIS ARTICLE APPEARS IN THE ERIC-CEA SUPPLEMENT TO "R AND D PERSPECTIVES," WINTER, 1968, AND IS ALSO AVAILABLE FROM THE PUBLICATIONS DEPARTMENT, CENTER FOR THE ADVANCED STUDY OF EDUCATIONAL ADMINISTRATION, HENDRICKS HALL, UNIVERSITY OF OREGON, EUGENE, OREGON 97403, FOR $0.25. (HM)

ED018871 EA001282
LETTER TO A SCHOOL BOARD. FEB67,
DOCUMENT NOT AVAILABLE FROM EDRS.

WRITTEN FROM THE VIEWPOINT OF A TAXPAYING-PARENT, THIS LETTER DISCUSSES A NUMBER OF FACTORS RELATED TO COLLECTIVE BARGAINING BETWEEN TEACHER ASSOCIATIONS AND LOCAL BOARDS OF EDUCATION. BY VIRTUE OF SALARY PROVISION THROUGH TAXES AND PARENTAL CONCERN FOR THEIR CHILDREN'S EDUCATION, THE PUBLIC HAS A GENUINE STAKE IN TEACHER-SCHOOL BOARD BARGAINING. COLLECTIVE AGREEMENT PROVISIONS AFFECTING QUALITY OF EDUCATION AND TEACHER MORALE INCLUDE SALARY SCALES, INCLUSION AND EXTENT OF SPECIAL SERVICES AND SPECIAL EDUCATION, PROCEDURES FOR DETERMINING TEACHING ASSIGNMENTS, TEACHING HOURS, GRIEVANCE PROCEDURES, CLASS SIZE, AND TEACHER RELIEF FROM NON-TEACHING RESPONSIBILITIES. PROBLEM ASPECTS OF TEACHER ADVANCEMENT AND REMUNERATION BY VARIOUS PROCEDURES ARE COMPARED, INCLUDING SENIORITY, MERIT SYSTEMS, AND UNIFORM SALARY SCHEDULES. THIS ARTICLE IS A REPRINT FROM "PHI DELTA KAPPAN," VOLUME 48, NUMBER 6, FEBRUARY 1967, AND IS AVAILABLE FROM DISTRIBUTION CENTER, NEW YORK STATE SCHOOL OF INDUSTRIAL AND LABOR RELATIONS, CORNELL UNIVERSITY, ITHACA, NEW YORK 14850, SINGLE COPIES FREE, ADDITIONAL COPIES $0.25 EACH. (JK)

ED018872 EA001290
TEACHER AIDES IN LARGE SCHOOL SYSTEMS. APR67, 60P.
HC NOT AVAILABLE FROM EDRS.

THIS REPORT DISCUSSES TEACHER AIDES, THEIR USE, PAY, SELECTION, TRAINING, AND SUPERVISION. REPLIES TO 217 QUESTIONNAIRES SENT OUT IN 1966 BY THE NEA RESEARCH DIVISION PROVIDE THE DATA SOURCES. INCLUDED AMONG THE FINDINGS ARE (1) A LARGE MAJORITY (76.5 PERCENT) OF THE TEACHER AIDE PROGRAMS HAVE BEEN DEVELOPED SINCE 1960, (2) 74.2 PERCENT OF THE SCHOOL SYSTEMS USE ONLY PAID AIDES, 0.9 PERCENT USE ONLY VOLUNTEER AIDES, AND 24.9 PERCENT USE BOTH PAID AND VOLUNTEER AIDES, (3) ELEMENTARY SCHOOLS USE TWO-THIRDS OF THE AIDES, (4) THE MOST FREQUENTLY LISTED DUTY OF PAID AIDES IS DUPLICATING TESTS AND OTHER MATERIALS, (5) MOST PAID AIDES WORK OVER 20 HOURS PER WEEK, (6) A TYPICAL WAGE FOR AIDES IS AROUND $2.00 PER HOUR, AND (7) RECRUITMENT OF TEACHER AIDES IS GENERALLY NOT DIFFICULT. THIS ARTICLE APPEARS IN "EDUCATIONAL RESEARCH SERVICE CIRCULAR," NUMBER 2, 1967, AND IS AVAILABLE FROM THE EDUCATIONAL RESEARCH SERVICE, 1201 SIXTEENTH STREET, N.W., WASHINGTON, D.C. 20036, FOR $1.50. (HW)

ED018873 EA001291
THE CHALLENGE OF CHANGE IN SCHOOL FINANCE, PROCEEDINGS OF THE NATIONAL CONFERENCE ON SCHOOL FINANCE (10TH, ST. LOUIS, MISSOURI, APRIL 2-4, 1967). FIRMAN, WILLIAM D.; AND OTHERS, 67, 226P.
HC NOT AVAILABLE FROM EDRS.

THIS DOCUMENT CONTAINS THE PAPERS PRESENTED AT THE ANNUAL NATIONAL CONFERENCE ON SCHOOL FINANCE SPONSORED BY THE COMMITTEE ON EDUCATIONAL FINANCE OF THE NATIONAL EDUCATION ASSOCIATION. THE CONFERENCE DEALT PRIMARILY WITH NEEDED CHANGES IN SCHOOL FINANCE TO SUPPORT THE IMPROVEMENT AND INNOVATIONS DEMANDED FOR AMERICAN EDUCATION. ALSO INCLUDED ARE EIGHT PAPERS WHICH RECEIVED AWARDS FOR SCHOOL FINANCE RESEARCH. THIS DOCUMENT IS AVAILABLE FROM THE NATIONAL EDUCATION ASSOCIATION, 1201 SIXTEENTH STREET, N.W., WASHINGTON, D.C. 20036, FOR $3.00. (HW)

ED018874 EA001292
WILCOX COUNTY, ALABAMA--A STUDY OF SOCIAL, ECONOMIC, AND EDUCATIONAL BANKRUPTCY. REPORT OF AN INVESTIGATION. BROADUS, JAMES; AND OTHERS, JUN67, 113P.
HC NOT AVAILABLE FROM EDRS.

THE REQUEST FOR THIS INVESTIGATION BY THE SPECIAL COMMITTEE OF THE NATIONAL EDUCATION ASSOCIATION COMMISSION ON PROFESSIONAL RIGHTS AND RESPONSIBILITIES RESULTED FROM THE FIRING OF NINE NEGRO TEACHERS IN WILCOX COUNTY. THE STUDY ITSELF IS MORE INCLUSIVE, INCORPORATING THE FINDINGS AND CONCLUSIONS OF SEPARATE STUDIES IN POVERTY, SCHOOL FINANCE, UNFAIR DISMISSAL PROCEDURES AND POOR PERSONNEL POLICIES, INADEQUATE INSTRUCTIONAL SUPERVISION AND MATERIALS, AND CHANGING POLITICAL AND SOCIAL ORDERS. BACKGROUND INFORMATION IS PRESENTED IN THE FORM OF A CHRONOLOGY OF SIGNIFICANT EVENTS, STATISTICS OF THE ECONOMIC CONDITIONS, AND A PROFILE OF THE WILCOX COUNTY PUBLIC SCHOOLS. THE FINDINGS OF THE STUDY ARE PRESENTED UNDER SIX HEADINGS--(1) EDUCATIONAL EXPENDITURES IN WILCOX COUNTY, (2) THE TEACHER'S CHARGES, (3) THE STUDENT'S CHARGES, (4) SCHOOL FINANCIAL RESOURCES IN WILCOX COUNTY, (5) SCHOOL LEADERSHIP RESOURCES IN WILCOX COUNTY, AND (6) POTENTIALS FOR CHANGE. RECOMMENDATIONS FOR SOLVING THE EXISTING PROBLEMS ARE MADE BASED ON THESE FINDINGS. THIS DOCUMENT IS AVAILABLE AS STOCK NO. 165-05034-35M FROM THE NATIONAL EDUCATION ASSOCIATION, 1201 SIXTEENTH STREET, N.W., WASHINGTON, D.C. 20036. (HW)

ED018876 EA001296
A BIBLIOGRAPHY OF SELECTED DOCUMENTS ON PLANNING PROGRAMMING BUDGETING SYSTEMS. EIDELL, TERRY L.; PIELE, PHILIP, 1MAY68, 6P.

THIS BIBLIOGRAPHY CONTAINS 48 SELECTED ITEMS ON PLANNING PROGRAM BUDGETING SYSTEMS. (HW)

ED018877 EA001298
FINANCIAL STATUS OF THE PUBLIC SCHOOLS, 1967. FIRMAN, WILLIAM D.; AND OTHERS, 67, 56P.
EDRS PRICE MF-$0.25 HC NOT AVAILABLE FROM EDRS.

THIS REPORT PRESENTS FIGURES PORTRAYING THE STATUS OF SCHOOL FINANCE AND THE TRENDS THAT WILL HAVE SOME IMPACT ON SCHOOL FINANCE IN THE FORESEEABLE FUTURE. AMONG THE AREAS DISCUSSED ARE POPULATION AND ENROLLMENT TRENDS, STAFFING OF SCHOOLS, EXPENDITURES ON EDUCATION, AND REVENUE FOR EDUCATIONAL PURPOSES. SOME OF THE HIGHLIGHTS FROM THE STUDY INCLUDE--(1) BIRTHS AND BIRTH RATES ARE ON THE DECLINE, (2) ENROLLMENTS ARE INCREASING WITH NO END IN SIGHT, (3) THE SHORTAGE OF QUALIFIED TEACHERS AND OTHER PROFESSIONAL WORKERS INCREASED LAST YEAR, AND THERE IS LITTLE VISIBLE RELIEF AHEAD FOR THIS SITUATION, (4) STRIKES AND SANCTIONS ON THE PART OF TEACHERS ORGANIZATIONS ARE INCREASING, (5) RESISTANCE TO HIGHER PROPERTY TAXES FOR SCHOOLS IS GROWING, (6) INFLATION IS CUTTING DEEPLY INTO FUNDS FOR SCHOOLS, AND (7) FUNDS ARE BEING PROVIDED FOR RESEARCH AND DEMONSTRATION PROGRAMS IN THE SLUMS OF THE BIG CITIES AND IN RURAL AREAS TO IMPROVE THE EDUCATIONAL OPPORTUNITY OF CHILDREN AND ADULTS WHO ARE TRAPPED IN THE CAUSE AND RESULT CYCLE OF LOW EDUCATIONAL ATTAINMENT AND LOW INCOMES. THIS DOCUMENT IS AVAILABLE AS STOCK NO. 511-20824 FROM THE NATIONAL EDUCATION ASSO-

CIATION, 1201 SIXTEENTH STREET, N.W., WASHINGTON, D.C. 20036, FOR $1.25. (HW)

ED018879 EA001309
THE IMPACT OF TEACHER ORGANIZATIONS UPON SETTING SCHOOL POLICIES--NEGOTIATION. MAY66,
DOCUMENT NOT AVAILABLE FROM EDRS.

BILATERAL DETERMINATION OF SCHOOL POLICY IN PUBLIC EDUCATION IS RAPIDLY BECOMING THE NORM AS COLLECTIVE NEGOTIATION BETWEEN TEACHERS ASSOCIATIONS AND SCHOOL BOARDS GROWS ON BOTH LOCAL AND STATE LEVELS. FACTORS INFLUENCING THIS TREND INCLUDE THE CONTEST BETWEEN NEA AND AFT AFFILIATES TO BE THE SOLE REPRESENTATIVE OF TEACHERS IN THEIR DEALINGS WITH SCHOOL BOARDS, INCREASING BUREAUCRATIZATION OF CONSOLIDATED SCHOOL UNITS, AND THE CHANGING CHARACTER OF TEACHING STAFFS, WITH CAREER-ORIENTED MALES BECOMING PREDOMINANT. SPECIFIC STATE BARGAINING STATUTES AFFECTING TEACHERS ASSOCIATIONS ARE REVIEWED, AND A PLEA IS MADE FOR REDEFINING THE RELATIONSHIPS BETWEEN BOARDS OF EDUCATION AND TEACHER GROUPS. THIS ARTICLE IS A REPRINT FROM "THE CLEARING HOUSE," VOLUME 40, NUMBER 9, MAY 1966, AND IS AVAILABLE FROM DISTRIBUTION CENTER, NEW YORK STATE SCHOOL OF INDUSTRIAL AND LABOR RELATIONS, CORNELL UNIVERSITY, ITHACA, NEW YORK 14850, SINGLE COPIES FREE, ADDITIONAL COPIES $0.25 EACH. (JK)

ED018924 EF000171
AIR STRUCTURES FOR SCHOOL SPORTS. MAY64,

BLOWN UP AND HELD UP BY AIR PRESSURE. WAY OF HOUSING LARGE RADAR ANTENNAE PLANNED FOR THE ARCTIC. AS AN OUTCOME OF THEIR SEARCH, BIRDAIR STRUCTURES, INC., WHICH IS NOW ONE OF SEVERAL COMPANIES SELLING SUCH STRUCTURES, WAS FOUNDED. EARLY EXPERIENCES WITH AIR STRUCTURES FOR SCHOOLS IN LITCHFIELD, CONNECTICUT, WERE DISAPPOINTING. THE SUBSEQUENT ERECTION OF TWO MORE BUBBLES WAS EVIDENCE THAT SATISFACTION WAS EVENTUALLY ACHIEVED. COST ESTIMATES OF $2.12 PER SQUARE FOOT COMPARE FAVORABLY WITH WOOD-DOMED FIELDHOUSES AT $6.53 PER SQUARE FOOT OR GEODESIC FIELDHOUSES AT $8.34 PER SQUARE FOOT. COSTS FOR SWIMMING POOL USE ARE ESTIMATED AT $9.38 PER SQUARE FOOT AS COMPARED TO $26.00 AND $32.00. EASE OF HEATING IS ALSO EMPHASIZED. INSTALLATION TIME IS APPROXIMATELY ONE DAY. THERE IS NO DANGER OF SUFFOCATION IN CASE OF DEFLATION BECAUSE THE PROCESS IS SLOW AND THE MATERIAL CAN EASILY BE LIFTED SHOULD ONE FIND IT NECESSARY TO GET OUT UNDER SUCH CONDITIONS. THERE IS NO FIRE DANGER. BECAUSE OF A HIGH REFLECTION SURFACE, LIGHTING PROBLEMS ARE MINIMAL. CURRENT EXPERIMENTS ARE BEING CARRIED OUT TO MAKE IMPROVEMENTS. INTERESTED READERS MAY SEE SUGGESTED DO'S AND DON'TS BY REFERRING TO THIS BOOKLET. ADVANTAGES OF AIR STRUCTURES ARE COST, HEATING EASE, LIGHTING EASE, UNOBSTRUCTED AREA, PORTABILITY, MAINTENANCE, AND DEPENDABILITY. THE MAIN DISADVANTAGE IS THE LIMITED LIFE EXPECTANCY. THIS DOCUMENT IS AVAILABLE FROM EDUCATIONAL FACILITIES LABORATORIES, INC., 477 MADISON AVENUE, NEW YORK, N.Y. 10022. (RH)

ED018941 EF000666
ELEMENTS OF GOOD BIDDING PRACTICES. MAY66,
DOCUMENT NOT AVAILABLE FROM EDRS.

EMPLOYMENT OF AN ARCHITECT WHO WILL DRAW UP PLANS AND SUBMIT PRELIMINARY SKETCHES IS THE FIRST STEP IN THE BIDDING PROCEDURE. THE ARCHITECT USUALLY WORKS WITH A CONSULTING ENGINEER. AFTER APPROVAL OF PRELIMINARY PLANS, THE ENGINEER WILL ESTABLISH SPECIFICATIONS FOR MECHANICAL EQUIPMENT AND DRAW PLANS ACCORDINGLY WHEN THIS PHASE IS COMPLETED THE JOB IS READY TO GO TO BID. IT IS RECOMMENDED THAT A MECHANICAL CONTRACTOR BE CONTACTED. BASE BIDS WITH ALTERNATES SHOULD BE SOUGHT. FINAL AUTHORITY IN SELECTING THE BID OR THE ALTERNATE SHOULD REST WITH THE ENGINEER. BIDDERS SHOULD BE REQUIRED TO ESTABLISH FINANCIAL RESPONSIBILITY. THIS ARTICLE APPEARED IN THE MAY, 1966 ISSUE OF AMERICAN SCHOOL BOARD JOURNAL. COPIES MAY BE OBTAINED FROM THE EDITOR, BRUCE PUBLISHING CO., 400 N. BROADWAY, MILWAUKEE, WISONSIN 53211. (RH)

ED018943 EF001027
SCHOOL CARPET--DOES IT MAKE SENSE. OCT63,
DOCUMENT NOT AVAILABLE FROM EDRS.

DEALS WITH THE ECONOMICS OF COMMERCIAL CARPETING INSTALLATIONS IN SCHOOLS. SHAKER HIGH SCHOOL IN NEW YORK WAS THE FIRST PUBLIC HIGH SCHOOL TO BE CARPETED. THE INDUSTRIAL SANITATION COUNSELORS OF LOUISVILLE, KENTUCKY, WAS SELECTED TO CONDUCT MAINTENANCE STUDIES WHICH INCLUDED METHODS, CLEANING COSTS, AND LEVELS OF CLEANLINESS QUALITY. THE OBJECTIVE WAS TO DETERMINE OVER A YEAR'S USE, WHICH TYPE OF FLOORING WAS MORE ECONOMICAL TO MAINTAIN. ON A POINT BASIS OF 100 AS PERFECTION, THE CLEANLINESS LEVEL OF THE CARPETED AREA RATED 92 WHILE THE ASPHALT AREAS RATED AT A LOW 65. TIME REQUIRED TO CLEAN EACH 1000 SQUARE FEET OF CARPET AVERAGED 34 MINUTES A DAY. TIME TO CLEAN THE SAME SIZE AREA OF ASPHALT TILE AVERAGED 64.5 MINUTES A DAY. AVERAGE TOTAL COST OF CARPET,

COST OF TILE AND INSTALLATION. IN FIGURING WAS FOUND TO BE THE BETTER BUY. ITS HIGH APPEARANCE AND CLEANLINESS LEVEL, ITS ACOUSTICAL AND PSYCHOLOGICAL BENEFITS, AND ITS COMPARATIVE PRICE ADVANTAGE OVER HARD SURFACES MAKE IT THE BIGGEST MAJOR ADVANCE IN EDUCATIONAL FACILITIES. INCLUDED IN THIS REPORT ARE SCHEMATICS AND PHOTOGRAPHS OF VARIOUS INSTALLATIONS. THIS ARTICLE APPEARED IN THE OCTOBER, 1963 ISSUE OF THE AMERICAN SCHOOL BOARD JOURNAL. COPIES MAY BE OBTAINED BY WRITING THE EDITOR, AMERICAN SCHOOL BOARD JOURNAL, BRUCE PUBLISHING CO., 400 NORTH BROADWAY, MILWAUKEE, WISCONSIN. (RK)

ED018944 EF001084
FIRE INSURANCE AND WOOD SCHOOL BUILDINGS. MAR63,
DOCUMENT NOT AVAILABLE FROM EDRS.

A COMPARISON OF FIRE INSURANCE COSTS OF WOOD, MASONRY, STEEL AND CONCRETE STRUCTURES SHOWS FIRE INSURANCE PREMIUMS ON WOOD STRUCTURES TEND TO BE HIGHER THAN PREMIUMS ON MASONRY, STEEL AND CONCRETE BUILDINGS, HOWEVER, THE INITIAL COST OF THE WOOD BUILDINGS IS LOWER. DATA SHOW THAT THE SAVINGS ACHIEVED IN THE INITIAL COST OF WOOD STRUCTURES OFFSET THE ADDITIONAL FIRE INSURANCE PREMIUM COST WHEN COMPUTED OVER AN EXTENDED PERIOD OF TIME. THE PUBLIC AND INSTITUTIONAL PROPERTY PLAN WHICH OFFERS SCHOOL DISTRICTS A NUMBER OF BENEFITS, ONE OF WHICH IS A PREMIUM REDUCTION, IS CITED. COPIES OF THIS ARTICLE MAY BE OBTAINED BY WRITING THE EDITOR, WILLIAM C. BRUCE, BRUCE PUBLISHING COMPANY, 400 NORTH BROADWAY, MILWAUKEE, WISCONSIN 53211. (GM)

ED018948 EF001253
SOLAR EFFECTS ON BUILDING DESIGN. 63, 180P.

A REPORT OF A PROGRAM HELD AS PART OF THE BUILDING RESEARCH INSTITUTE 1962 SPRING CONFERENCE ON THE SOLAR EFFECTS ON BUILDING DESIGN. TOPICS DISCUSSED ARE--(1) SOLAR ENERGY DATA APPLICABLE TO BUILDING DESIGN, (2) THERMAL EFFECTS OF SOLAR RADIATION ON MAN, (3) SOLAR EFFECTS ON ARCHITECTURE, (4) SOLAR EFFECTS ON BUILDING COSTS, (5) SELECTION OF GLASS AND SOLAR SHADING TO REDUCE COOLING DEMAND, (6) DESIGN OF WINDOWS, (7) DESIGN OF SKYLIGHTS, (8) DESIGN OF ELECTRIC ILLUMINATION, (9) WINDOW DESIGN IN EUROPE--A REVIEW OF RECENT LITERATURE, AND (10) SWEDISH PRACTICES IN WINDOW DESIGN. ALSO INCLUDED ARE OPEN FORUM DISCUSSIONS AND CONFERENCE SUMMARY. THE CONFERENCE ATTEMPTED TO DEFINE VARIOUS PROBLEMS AND REVIEW SOME OF THE MEANS AT HAND TO SLOVE THEM. TWO OF THE EFFECTS OF SOLAR ENERGY ON BUILDING DESIGN WERE DISCUSSED--LIGHT AND HEAT. THE UNDESIRABLE SOLAR EFFECTS OF AIR-CONDITIONED COMMERCIAL BUILDINGS WAS MAINLY DEALT WITH. SEVERAL SPECIFIC NEEDS HAVE BEEN PROMINENTLY INDICATED BY THIS CONFERENCE--(1) THE NEED FOR BETTER COMMUNICATION REGARDING THIS SUBJECT AND THE NEED FOR MORE GENERALLY AVAILABLE INFORMATION, PRESENTED IN TERMS READILY UNDERSTOOD BY THE AVERAGE ARCHITECT, WHOSE RESPONSIBILITY IT IS TO TRANSLATE THESE PRINCIPLES INTO BUILDING DESIGN, (2) THE NEED FOR MUCH MORE OBJECTIVE AND UNPREJUDICED RESEARCH IN THIS FIELD, AND (3) THE NEED FOR MORE BRI CONFERENCES ON THIS SUBJECT. CHARTS AND DIAGRAMS ACCOMPANY THE TEXT COPIES OF THIS PUBLICATION MAY ALSO BE OBTAINED FROM THE BUILDING RESEARCH INSTITUTE, 1725 DESALES STREET, N.W., WASHINGTON, D.C. 20036. PRICE $10.00. (RK)

ED018949 EF001290
CAPITAL REQUIREMENTS STUDY, APRIL 1964. BLAKESLEY, JAMES F.; AND OTHERS, APR64, 96P.

FUTURE PHYSICAL REQUIREMENTS CAPABLE (2) TO DETERMINE AN ALLOCATION FORMULA FOR DISTRIBUTION OF AVAILABLE CAPITAL APPROPRIATIONS WITH BIENNIAL PROVISIONS FOR ADJUSTMENTS DUE TO FLUCTUATIONS IN ESTIMATED ENROLLMENTS AND CURRICULAR CHANGES. THE PLAN, SIMPLY STATED, REQUIRED THAT CURRENT 1962-3 FACILITIES BE SUBTRACTED FROM 1972-73 NEEDS, AND THAT THE RESULTING ADDITIONAL SPACE FOR EACH INSTITUTION REPRESENTED ITS PROPORTIONAL SHARE OF THE TOTAL 1962-1972 REQUIREMENTS. THE STUDY IS DIVIDED INTO FOUR MAJOR COMPONENTS--(1) THE COLLECTION AND CLASSIFICATION OF DATA CONCERNING STUDENTS, STAFF AND SPACE, (2) THE JOINT DEVELOPMENT OF APPROPRIATE AND EQUITABLE SPACE FACTORS AND RATIOS, (3) THE ESTABLISHMENT OF ENROLLMENT ESTIMATES FOR THE ACADEMIC YEAR 1972-73, AND (4) THE PROCEDURAL STEPS AND CALCULATIONS COMBINING THE ABOVE ITEMS INTO A SUMMARY REPORT OF FUTURE REQUIREMENTS. PRESENTED IN THIS REPORT IS THE METHODOLOGY, THE CALCULATED REQUIREMENTS, THE COLLECTED DATA ON STUDENT ENROLLMENT, STAFF AND SPACE INVENTORY, AND MANAGEMENT REPORTS ON ROOM UTILIZATION, CLASS ORGANIZATION, CLASS HOUR DISTRIBUTION AND PURDUE UNIVERSITY'S CLASSROOM REQUIREMENTS FOR 1960-68. (BH)

ED018955 EF001447
PREVENTIVE MAINTENANCE. HONEYWELL PLANNING GUIDE. MAY67, 28P.

THIS HONEYWELL PAMPHLET DISCUSSES SOME ASPECTS OF PREVENTIVE MAINTENANCE OF AUTOMATIC CONTROLS, HEATING, VENTILATING, AND AIR CONDITIONING, AND COMPARES IN-PLANT WITH CONTRACT SERVICE, CONCLUDING THAT CONTRACT SERVICE IS PREFERABLE AND DESCRIBING A NUMBER OF MAINTENANCE PLANS WHICH THEY FURNISH. PREVENTIVE MAINTENANCE PROVIDES--(1) MORE EFFICIENT OPERATION, (2) FEWER BREAKDOWNS, (3) ANNUAL BUDGETING, (4) EXTENDED EQUIPMENT LIFE, (5) DIAGNOSIS OF WEAK POINTS, AND (6) ADVANCE DETERMINATION OF EQUIPMENT REPLACEMENT. COST AND CONVENIENCE ARE DESCRIBED FOR AUTOMATIC CONTROLS. TYPES OF MAINTENANCE AGREEMENTS ARE PROVIDED BOTH FOR CONTROLS AND FOR MECHANICAL SYSTEMS. ADVANTAGES OF A HONEYWELL MAINTENANCE PROGRAM ARE

LISTED, INCLUDING--(1) THE BUDGETING OF ALL MAINTENANCE FOR THE YEAR, (2) REDUCTION OF BREAKDOWNS AND EMERGENCY SERVICE, (3) PARTS AND REPLACEMENTS KEPT IN STOCK, (4) AVAILABILITY OF TRAINED SPECIALISTS, (5) TOOLS, TEST EQUIPMENT, AND OTHER SUPPLIES OTHERWISE KEPT IN INVENTORY, AND (6) THE KEEPING OF COMPLETE RECORDS ON EQUIPMENT. (MM)

ED018958 EF001474
CONTRACT DOCUMENTS AND PERFORMANCE SPECIFICATIONS. JUL63, 269P.

A SET OF EDUCATIONAL SPECIFICATION DRAFTED BY THE FIRST CALIFORNIA COMMISSION ON SCHOOL CONSTRUCTION SYSTEMS GIVES INFORMATION ON BIDDING PROCEDURES, A DESCRIPTION OF THE CURRENT CONSTRUCTION PROGRAM, PROCEDURES FOR SUBMITTING A PROPOSAL, DATA AND CONDITIONS RELATED TO THE DEVELOPMENT PHASE OF THE PROJECT, COMPONENT CONTRACTS, AND GENERAL CONDITIONS AND PROCEDURES. PERFORMANCE SPECIFICATIONS ARE OUTLINED IN TERMS OF STRUCTURE, HEATING, VENTILATION, COOLING, LIGHTING-CEILING AND INTERIOR PARTITIONS. ALSO INCLUDED ARE MATERIALS--COST MATRICES, CONSTRUCTION TIMETABLES AND ADDENDA TO THE SPECIFICATIONS. (GM)

ED018969 EF001612
A DEMONSTRATION CENTER TO IMPLEMENT AND TEST THE SCHOOL PROPERTY ACCOUNTING SYSTEM PRESENTED IN HANDBOOK III U.S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE. DEC67, 79P.

A REPORT ON THE IMPLEMENTING AND TESTING THE USE OF ELECTRONIC DEVICES FOR PROCESSING SCHOOL PROPERTY ACCOUNTING DATA CONSISTS OF PROCEDURAL STEPS FOR COLLECTING DATA PERTAINING TO SCHOOL SITES, BUILDINGS AND EQUIPMENT. DATA WERE COLLECTED TO ESTABLISH COMPLETE ACCOUNTING RECORDS OF SCHOOL PROPERTY AS IT EXISTED IN THE CEDAR RAPIDS, IOWA, SCHOOL SYSTEMS IN THE SPRING OF 1967. REPORTING FORMS, SYSTEMS, AND PROGRAMS FOR PROCESSING THESE DATA BY ELECTRONIC METHODS ARE PRESENTED. PROGRAMS WERE WRITTEN FOR AN IBM 1401. PROCEDURES AND PROGRAMS FOR UPDATING AND MAINTAINING PROPERTY ACCOUNTING RECORDS ARE DESCRIBED AND SAMPLES OF THE FORMS AND ACCOUNTING RECORDS ARE PRESENTED ALSO. (GM)

ED018972 EF001635
CHOOSING CARPETS WISELY. JUN64,
DOCUMENT NOT AVAILABLE FROM EDRS.

A DISCUSSION ON THE SELECTION OF CARPETING CONCLUDES INITIAL COST OF THE CARPET INSTALLATION STILL RANKS AMONG THE MOST EXPENSIVE. IN SELECTION, CARPETING MUST BE CONSIDERED IN TERMS OF COLOR, PATTERN, SIZE, WEARABILITY, CLEANIBILITY, AND FIRE HAZARD. WEARABILITY SHOULD BE CONSIDERED BY--(1) TYPE AND QUALITY OF FIBER GRADE USED, (2) CONSTRUCTION OF THE SURFACE PILE YARN, (3) CARPET CONSTRUCTION, AND (4) CARPET BACKING. DENSITY OF THE PILE IS CONSIDERED BY THE NATIONAL BUREAU OF STANDARDS TO BE THE MOST IMPORTANT SINGLE FACTOR IN DETERMINING QUALITY IN CARPETING. HIGH PILE ON CLOSELY WOVEN CARPET DENOTES QUALITY. PILE DENSITY IS DEPENDENT LARGELY UPON HEIGHT OF PILE AND WEIGHT OF YARN IN THE PILE. IT IS POSSIBLE TO SET UP SPECIFICATION REQUIREMENTS, WHICH, IF MET, WILL RESULT IN ADEQUATE PILE DENSITY. A TABLE IS INCLUDED SHOWING THE STANDARD CARPET WOOL PILE SPECIFICATIONS. EACH FIBER HAS ITS OWN CHARACTERISTICS ALSO INCLUDED IN A CHART COVERING CARPET FIBER FACTS. CONTINUOUS FILAMENT NYLON AND THE ACRYLICS ARE IN GREATER DEMAND FOR COMMERCIAL GRADE CARPETING BECAUSE OF THEIR DURABILITY AND LOWER COSTS AS OPPOSED TO WOOL CARPETING WHICH HAS INCREASED IN COST. IN RESPECT TO CONSTRUCTION PREFERENCES, TUFTED CARPETS ACCOUNT FOR 80 PERCENT OF TOTAL CARPET SALES, ACCORDING TO THE AMERICAN CARPET INSTITUTE. CARPET CONSTRUCTION AND CHOICE IS DISCUSSED IN TERMS OF--(1) KNITTED, (2) TUFTED, (3) AXMINISTER, (3) WILTON, (4) VELVET AND (5) CHENILLE. CARPET QUALITY IS DISCUSSED IN TERMS OF--(1) SURFACE CONSTRUCTION, (2) BODY CONSTRUCTION, (3) BACKING YARNS, AND (4) PADDING. A CARPET SPECIALIST SHOULD BE USED IN SELECTING CARPETING. THIS ARTICLE APPEARED IN THE JUNE 1964 ISSUE OF "INSTITUTION." COPIES MAY BE OBTAINED BY WRITING JANE WALLACE, EDITOR, MEDALIST PUBLICATIONS, INC., 1801 PRAIRIE AVENUE, CHICAGO, ILLINOIS 60616. (RK)

ED018980 EM006163
ITFS, WHAT IT IS...HOW TO PLAN, INSTRUCTIONAL TELEVISION FIXED SERVICE. 67, 65P. HC NOT AVAILABLE FROM EDRS.

ITFS IS A PRIVATE DISTRIBUTION OF EDUCATIONAL TELEVISION IN WHICH PRESELECTED RECEIVING POINTS, LOCATED WITHIN 20 MILES FROM THE TRANSMITTER, ARE CONNECTED BY RADIO SIGNALS RATHER THAN BY CABLES. PLANNING FOR ITS USE REQUIRES CONSIDERATION OF ITS POSSIBILITIES AND ITS LIMITATIONS, ITS EFFECT UPON THE CURRICULUM AND LEARNING, DEFINITIONS OF OBJECTIVES THE SYSTEM IS TO SERVE, APPLICATION TO THE FCC FOR A CONSTRUCTION PERMIT, EMPLOYMENT OF AN ENGINEERING CONSULTANT WHO CAN HELP SELECT THE BEST AND MOST ECONOMICAL SYSTEM FOR THE SITUATION, AND DEVELOPMENT OF A STAFF WHICH SHOULD INCLUDE A TV COORDINATOR, A PROGRAMING STAFF, AND A TECHNICAL STAFF. COSTS TO BE CONSIDERED ARE SURVEY COSTS, TRANSMITTING EQUIPMENT COSTS, STUDIO EQUIPMENT COSTS, AND RECEIVING AND DISTRIBUTION EQUIPMENT COSTS. COOPERATIVE PROGRAMING CAN BE A MEANS OF COMBINING RESOURCES NATIONWIDE, THUS REDUCING COSTS. A LIST OF FCC DOCUMENTS ON ITFS IS INCLUDED WITH OTHER REFERENCES. THIS DOCUMENT IS AVAILABLE FOR $1.00 FROM PUBLICATION-SALES SECTION, NATIONAL EDUCATION ASSOC., 1201 SIXTEENTH ST., N.W., WASHINGTON, D.C. 20036. (CS)

ED018982 EM006200
THE NEW MEDIA--MEMO TO EDUCATIONAL PLANNERS. SCHRAMM, WILBUR; AND OTHERS, 67,
DOCUMENT NOT AVAILABLE FROM EDRS.

THIS STUDY REVIEWS THE EDUCATIONAL USES, EFFECTIVENESS AND COSTS OF THE NEW MEDIA (RADIO, TELEVISION, PROGRAMED LEARNING, CORRESPONDENCE STUDY, AND FILMS AND AUDIO-VISUAL AIDS) AND MAKES SUGGESTIONS TOWARDS THEIR EFFECTIVE USE IN EDUCATION. NEW MEDIA HAVE BEEN USED FOR UPGRADING INSTRUCTION, TEACHER TRAINING, EXTENSION OF EDUCATION, LITERACY AND FUNDAMENTAL EDUCATION, ADULT EDUCATION AND COMMUNITY DEVELOPMENT. GENERALLY, THEY HAVE BEEN EFFECTIVE, DEPENDING PARTLY ON THE USE TO WHICH THEY HAVE BEEN PLACED, PROGRAM CONTENT, TECHNICAL AND ORGANIZATIONAL SUPPORT, AND THE CONTEXT IN WHICH RECEPTION TAKES PLACE. INITIAL, OPERATING, AND EXPANSION COSTS ARE VARIABLE. WHILE THE NEW MEDIA ENTAIL HIGHER TOTAL COSTS, ECONOMIES OF SCALE MAKE LOW UNIT COSTS POSSIBLE. AS A GUIDE TO PLANNERS, CHECK LIST OF 17 KEY ELEMENTS RELATED TO PLANNING, ORGANIZATION AND SUPPORT, PRODUCTION, RECEPTION, AND FEEDBACK IS PRESENTED AND DISCUSSED. EMPHASIS IS LAID ON THE DISTINCTIONS BETWEEN PRODUCTION AND RECEPTION AND AMONG TECHNICAL COMPONENTS, CONTENT AND TEACHING, SUPPORTING COMMUNICATIONS AND EVALUATION, AND TRAINING PROVISIONS. PLANNERS ARE URGED TO TAKE A SYSTEMS ANALYSIS APPROACH AND TO VIEW THE NEW MEDIA AS EFFICIENT SYSTEM COMPONENTS WHICH MAY BE USED TO MEET A RECOGNIZED EDUCATIONAL NEED. THIS DOCUMENT IS AVAILABLE AS A.2315 FROM UNESCO, PLACE DE FONTENOY, 75 PARIS-7E, FRANCE, FOR $2.95. (GG)

ED018984 EM006223
NEW EDUCATIONAL MEDIA IN ACTION--CASE STUDIES FOR PLANNERS--I. 67,
DOCUMENT NOT AVAILABLE FROM EDRS.

THIS VOLUME CONTAINS SIX CASES ON THE USE OF TELEVISION, RADIO, AND COORESPONDENCE STUDY--ALONE OR IN COMBINATION--FOR INSTRUCTION. EDUCATIONAL EXTENSION, AND ADULT EDUCATION AND COMMUNITY DEVELOPMENT IN AMERICAN SAMOA (ETV), USA (HAGERSTOWN ETV), THAILAND (EDUCATIONAL RADIO), JAPAN (ETV AND CORRESPONDENCE), AND AUSTRALIA (RADIO AND CORRESPONDENCE). MOST CASES WERE PREPARED BY A TEAM INCLUDING USUALLY AN EDUCATOR, MEDIA SPECIALIST, AND ECONOMIST, WHO PRESENTED THE HISTORY, ORGANIZATION, OPERATION, COSTS, AND EVIDENCE OF EFFECTIVENESS FOR EACH PROJECT. IN EACH CASE, TABLES AND GRAPHS PRESENT THE EVIDENCE AVAILABLE TO THE EFFECT THAT LEARNING DOES TAKE PLACE AND THAT THE NEW MEDIA, WHILE THEY ENTAIL HIGHER COSTS, CAN BRING DOWN UNIT COSTS, DEPENDING ON HOW MANY PEOPLE ARE REACHED. DIFFICULTIES IN PLANNING, ORGANIZATION AND SUPPORT, PRODUCTION, RECEPTION, AND FEEDBACK ARE NOTED, DISCUSSED, AND PERTINENT RECOMMENDATIONS PRESENTED. NOT UNEXPECTEDLY, DEVELOPING COUNTRIES TEND TO HAVE MORE DIFFICULTIES--THESE ARE TRACED TO TECHNICAL AND FINANCIAL CONSTRAINTS. THEY ALSO TEND NOT TO BENEFIT FROM THE ECONOMIES OF SCALE IN THE USE OF THE NEW MEDIA. THIS DOCUMENT IS AVAILABLE AS A.2285 FROM UNESCO, PLACE DE FONTENOY, 75 PARIS-7E, FRANCE, FOR $4.50. (GG)

ED018986 EM006225
NEW EDUCATIONAL MEDIA IN ACTION--CASE STUDIES FOR PLANNERS--III. 67,
DOCUMENT NOT AVAILABLE FROM EDRS.

THIS IS A COLLECTION OF CASE STUDIES ON THE USE OF TELEVISION, RADIO, FILMSTRIPS, AND CORRESPONDENCE STUDY--ALONE, OR IN COMBINATION--FOR INSTRUCTION, EDUCATIONAL EXTENSION, AND ADULT EDUCATION IN SIX COUNTRIES--ITALY (ETV), NIGER (RADIO AND RADIO PLUS FILMSTRIPS), NEW ZEALAND (RADIO PLUS CORRESPONDENCE), HONDURAS (RADIO), NIGERIA (ETV), AND USA (MPATI--AIRBORNE ITV). EACH STUDY RECOUNTS THE PROJECT'S HISTORY, ORGANIZATION, OPERATION, COSTS, AND EVIDENCE OF EFFECTIVENESS. THIS EVIDENCE IS BY AND LARGE FAVORABLE, THOUGH WITH THE EXCEPTION OF THE MPATI, LARGELY INCORRECT--BASED ON ATTITUDES OF PARTICIPATING TEACHERS AND RADIO CLUB LEADERS, IMPRESSIONS OF VISITORS, OR PROPORTIONS OF STUDENTS WHO PASSED LITERACY EXAMINATIONS OR WHO TRANSFERRED WITH NO DIFFICULTIES TO REGULAR SCHOOLS. THE COST ANALYSES REFLECT THE HIGH AND VARIABLE COSTS OF INTRODUCING AND MAINTAINING THE NEW MEDIA AND INCLUDE EXTRAPOLATIONS OF PRESENT COSTS TO THE OPTIMUM SITUATION WHERE THE ECONOMIES OF SCALE ARE EXPLOITED TO THE FULL. A RECURRENT THEME IN THE CASE STUDIES ON THE DEVELOPING COUNTRIES IS THE NEED TO INTERGRATE THE NEW MEDIA WITHIN THE EDUCATIONAL SYSTEM. MOST OF THE DIFFICULTIES NOTED SEEM TO STEM FROM THE SYSTEM'S INABILITY TO PROVIDE THE NECESSARY RESOURCE BASE. THIS DOCUMENT IS AVAILABLE FROM UNESCO, PLACE DE FONTENOY, 75 PARIS-7E, FRANCE, FOR $4.50. (GG)

ED018990 EM006303
PEDAGOGY AND CYBERNETICS. 14JAN64,
DOCUMENT NOT AVAILABLE FROM EDRS.

CYBERNETICS, OR "THE ART OF ENSURING THE EFFICIENCY OF ACTIONS," MUST BE A TOOL SUPPORTING PEDAGOGY, THE EDUCATIONAL PHENOMENON, THAT IS DETERMINED BY COMMUNIST PARTY POLICY. ALTHOUGH ANALOGIES BETWEEN MEN AND MACHINES DERIVE FROM THE CONCEPTS OF A SYSTEM (A CONFIGURATION OF STABLE ELEMENTS), INFORMATION (A PROBABILITY SCIENCE), ALGORITHM (A LOGICAL ORDERED SCHEME), FINALITY (MAINTENANCE OF STABILITY), AND FEEDBACK (NON-CONTINUOUS SELF-CONTROL), MEN ARE SUPERIOR DUE TO THEIR CONSCIENCES AND THOUGHT PROCESSES WHICH ARE NOT AUTOMATIC REFLEXES (CONTRARY TO THE AMERI-

CAN VIEWPOINT). CYBERNETICS (E.G., PROGRAMED INSTRUCTION) APPLIED TO PEDAGOGY IS THUS LIMITED TO A GUARANTEE THAT ALL INFORMATION TO BE LEARNED IS PRESENTED, ABSORBED, AND VERIFIED, BECAUSE THE SPONTANEITY AND DYNAMISM OF EDUCATION AND THE TEACHER-PUPIL INTERACTION IS ESSENTIAL. SHORTAGE OF TRAINED TEACHERS AND HIGH EQUIPMENT COSTS DELAY PROGRESS IN USING CYBERNETIC THEORY IN EDUCATION. THIS ARTICLE WAS TRANSLATED FROM "REVISTA DE PEDAGOGIE," BUCHAREST, VOLUME 12, NUMBER 10, OCTOBER 1963, AND IS AVAILABLE FROM THE OFFICE OF TECHNICAL SERVICES, JOINT PUBLICATIONS RESEARCH SERVICE, BUILDING T-30, OHIO DRIVE AND INDEPENDENCE AVE., S.W., WASHINGTON, D.C. (LH)

ED019012 EM006759
A BASIC REFERENCE SHELF ON FACILITIES FOR INSTRUCTIONAL MEDIA. A SERIES ONE PAPER FROM ERIC AT STANFORD. MACCONNELL, JAMES D.; SCHILLER, CLARKE E., MAR68, 14P.

ANNOTATED REFERENCES ENCOMPASS DESIGN, PLANNING, CONSTRUCTION COSTS, TECHNICAL EQUIPMENT, AND TEACHING TECHNIQUES FOR SCHOOLS AT ALL LEVELS WHICH UTILIZE THE NEW INSTRUCTIONAL MEDIA. EDUCATIONAL FACILITIES LABORATORIES, INC. WHICH HAS BEEN ESTABLISHED TO ENCOURAGE RESEARCH, AND APPLICATIONS OF NEW IDEAS FOR THE ENVIRONMENTS OF GROWING INSTITUTIONS, HAS TWO REGIONAL CENTERS, ONE AT STANFORD, AND ONE AT THE UNIVERSITY OF TENNESSEE. SCHOOL DISTRICTS MUST BE AWARE OF AND REQUEST THE CENTER'S PLANNING SERVICES IN ORDER TO BENEFIT FROM THEM. (LH)

ED019030 FL000848
FOREIGN LANGUAGES IN ELEMENTARY SCHOOLS, SOME QUESTIONS AND ANSWERS. 54, 21P.

A 1953 MODERN LANGUAGE ASSOCIATION-SPONSORED CONFERENCE OF SPECIALISTS ON TEACHING FOREIGN LANGUAGES IN THE ELEMENTARY SCHOOLS DREW UP A SERIES OF ANSWERS TO THE MOST FREQUENTLY ASKED QUESTIONS ABOUT FLES. IN 1954, SPECIALISTS IN ELEMENTARY EDUCATION MET TO CRITICIZE THESE ANSWERS AND TO DISCUSS PROBLEMS IN FLES. THIS DOCUMENT CONTAINS BOTH THE QUESTIONS AND DETAILED ANSWERS AND THE "CONSIDERATIONS FOR INITIATING A PROGRAM OF MODERN FOREIGN LANGUAGES IN AN ELEMENTARY SCHOOL." INCLUDED ALSO ARE LISTS OF THE CONFERENCE PARTICIPANTS AND A SELECTIVE BIBLIOGRAPHY OF SYLLABUSES, BOOKS, AND ARTICLES FOR THE TEACHER'S REFERENCE. (AF)

ED019148 RC000256
A GUIDE FOR DEVELOPING PACE--PROJECTS TO ADVANCE CREATIVITY IN EDUCATION. 66, DOCUMENT NOT AVAILABLE FROM EDRS.

THIS DOCUMENT DISCUSSES THE ELIGIBILITY REQUIREMENTS FOR TITLE III FUNDS OF THE ESEA, P.L. 89-10 NECESSARY TO MAKE THESE FUNDS AVAILABLE TO SMALL EDUCATIONAL AGENCIES. INCLUDED IS AN OUTLINE OF NECESSARY LEGAL DOCUMENTS AND ASSURANCES REQUIRED BY USOE. THE DOCUMENT POINTS OUT THE NECESSITY OF WELL-PLANNED PROJECTS INVOLVING BOTH OTHER EDUCATIONAL AGENCIES AND ON-GOING PROJECTS. THE PROPOSED PROJECTS ARE FUNDAMENTALLY TO BE FOR DEMONSTRATION PURPOSES TO PRESENT INNOVATIVE PRACTICES TO NEIGHBORING SCHOOL DISTRICTS. TWO TYPES OF PROPOSALS ARE CONSIDERED, THE PLANNING GRANT TO STUDY POTENTIALS FOR FURTHER FUNDING AND THE OPERATIONAL GRANT FOR THE ACTUAL ESTABLISHMENT OF DEMONSTRATION CENTERS. SAMPLE COMPLETED PROPOSALS FOR EACH ARE INCLUDED. ADDRESSES ARE GIVEN FOR SOURCES OF FURTHER INFORMATION. THIS GUIDE IS AVAILABLE FOR $2.00 FROM THE NATIONAL EDUCATION ASSOCIATION, 1201 SIXTEENTH STREET, N. W., WASHINGTON, D.C. 20036. (JM)

ED019152 RC000369
A PROGRAM FOR CHILDREN WHO FOLLOW THE CROPS. 15JAN66, 96P.

THE 1965 SUMMER PROGRAM FOR MIGRANT CHILDREN IN MARYSVILLE, CALIFORNIA, INCLUDED KINDERGARTEN, PRIMARY, AND INTERMEDIATE CLASSES WHOSE OBJECTIVES WERE--(1) TO TEACH ENGLISH AS A SECOND LANGUAGE TO THE CHILDREN, AND (2) TO IMPROVE EACH CHILD'S SELF CONCEPT. TRANSPORTATION AND MEALS WERE PROVIDED FOR ALL OF THE CHILDREN, AND CLOTHING WAS FOUND FOR THOSE WHO NEEDED IT. MANY OF THE TEACHING AND EVALUATING METHODS WHICH WERE USED ARE DISCUSSED IN DETAIL. THE SUMMER SCHOOL OPENED ON JULY 26, AND CONTINUED THROUGH AUGUST 23. TOTAL ENROLLMENT NUMBERED 123, WITH AN AVERAGE DAILY ATTENDANCE OF 64.89. APPENDICES OF THIS REPORT CONTAIN THE SUMMER'S BUDGET, FORMS AND RECORDS KEPT DURING THE PROGRAM, SAMPLES OF STUDENTS' WORK, AND BOTH A BOOK AND FILM BIBLIOGRAPHY. (CL)

ED019159 RC001368
MIGRANT ACTION PROGRAM. ANNUAL REPORT 1966. 66, 115P.

THIS REPORT REVIEWS IN DETAIL THE MIGRANT ACTION PROGRAM AS FUNDED BY THE OFFICE OF ECONOMIC OPPORTUNITY IN IOWA. DAY CARE SERVICES, SUMMER SCHOOLS, AND ADULT EDUCATION PROGRAMS WERE OFFERED IN FOUR CENTERS WITHIN A SEVEN COUNTY AREA. A STAFF OF SIX PROVIDED MEDICAL SERVICES IN 29 MIGRANT LABOR CAMPS. A DETAILED ANALYSIS OF THE COMPONENTS IN EACH PROGRAM IS PRESENTED ALONG WITH STATISTICAL DATA ON ATTENDANCE, EXPENDITURES, VOLUNTEER SERVICES, MIGRANT TRAVEL PATTERNS, AND PROGRESS REPORTS. FORMS USED IN THE VARIOUS MIGRANT PROGRAMS ARE ALSO INCLUDED. (JS)

ED019172 RC002402
NEW MEXICO INDIANS--ECONOMIC, EDUCATIONAL, AND SOCIAL PROBLEMS. 66, DOCUMENT NOT AVAILABLE FROM EDRS.

INDIANS COMPRISE 6 PERCENT OF THE POPULATION OF NEW MEXICO, ALTHOUGH THEIR NUMBERS ARE NOT GREAT, THEY REPRESENT A FORMIDABLE PROBLEM SINCE THEY RANK LOWEST IN YEARS OF EDUCATION AND HIGHEST IN THE PERCENTAGE OF UNEMPLOYMENT OF ALL GROUPS IN THE STATE. THE RELATIONSHIP BETWEEN UNEMPLOYMENT AND EDUCATION ARE CLEAR AND UNMISTAKABLE AND UNLESS A LARGER PERCENTAGE OF THE INDIAN CHILDREN ARE ENROLLED IN SCHOOLS AND GRADUATED, THEIR OPPORTUNITIES FOR A BETTER LIFE ARE POOR. NEW MEXICO INDIANS ARE DIVIDED INTO TWO MAJOR GROUPS--THE NAVAJO-APACHE AND PUEBLOS. THIS DOCUMENT PRESENTS A SEPARATE SECTION ON EACH OF THE 19 PUEBLO INDIAN GROUPS, NAVAJOS, JICARILLA APACHE, AND MESCALERO APACHE WHICH DEPICTS THEIR HEALTH PROBLEMS, ECONOMY, SOCIAL PROBLEMS, EDUCATION, UNEMPLOYMENT, RESOURCES, LAND, AND GOVERNMENT. A BIBLIOGRAPHICAL REFERENCE SECTION IS INCLUDED. THIS BOOK IS AVAILABLE FOR $1.75 FROM THE MUSEUM OF NEW MEXICO, SANTA FE, NEW MEXICO 87501. (ES)

ED019176 RC002459
A STUDY OF ADMINISTRATIVE COSTS IN SELECTED SCHOOL DISTRICTS OF IOWA, MISSOURI, AND SOUTH DAKOTA. MANATT, RICHARD P.; NETUSIL, ANTON J., 13MAR68, 34P.

A STUDY WAS CONDUCTED TO DETERMINE AND ANALYZE THE COSTS OF CENTRAL ADMINISTRATION OF PUBLIC SCHOOLS IN SOUTH DAKOTA, IOWA, AND MISSOURI FOR THE SCHOOL YEAR 1965-66. THIRTY SCHOOL DISTRICTS IN EACH OF THE 3 STATES (10 LARGEST, 10 MEDIAN, 10 SMALLEST) WERE INCLUDED AS THE SAMPLE POPULATION. THE PER PUPIL COSTS FOUND IN THIS STUDY SUPPORT THE ORIGINAL ASSUMPTION THAT SMALL SCHOOL DISTRICTS HAVE GREATLY INCREASED PER CAPITA EXPENSE FOR CENTRAL ADMINISTRATION. FROM THE FINDINGS OF THIS STUDY, IT IS RECOMMENDED THAT IN EACH OF THE 3 STATES MORE AUTHORITY BE GIVEN BY LAW TO THE STATE EDUCATION AGENCY FOR PLANNING AND DIRECTING REORGANIZATION OF ALL SCHOOL DISTRICTS. AFTER REORGANIZATION, BASIC ADMINISTRATIVE SCHOOL DISTRICTS SHOULD HAVE A MINIMUM OF 3,000 TO 5,000 PUPILS. A FINAL RECOMMENDATION WAS THAT ALL INVOLVED WITH PUBLIC SCHOOLS SHOULD MAKE A MORE THOROUGH COST-ANALYSIS OF EDUCATIONAL SERVICES THROUGH THE USE OF PER PUPIL COST COMPARISONS. (ES)

ED019196 RE001216
EDUCATION AND CAREERS OF REMEDIAL READING SPECIALISTS IN NEW YORK CITY. 66, 11P.

PRACTICES RELATED TO THE EDUCATION, TRAINING, AND CAREERS OF READING REMEDIATION SPECIALISTS IN NEW YORK CITY ARE REVIEWED. NEW YORK CITY WAS STUDIED BECUASE ITS PROGRAM OF REMEDIATION IS EXPANDING TO MEET THE NEEDS OF LARGE NUMBERS OF DISADVANTAGED CHILDREN, MANY OF WHOM ARE SEVERELY RETARDED IN READING. THE STUDY INDICATED THAT NEW YORK CITY REQUIRES NO ADVANCED EDUCATION DEGREES IN THIS FIELD AND DOES NOT OFFER ADDITIONAL SALARY FOR ADVANCED PREPARATION. SPECIAL POSITIONS SUCH AS CORRECTIVE READING TEACHERS, READING IMPROVEMENT TEACHERS, DISTRICT CONSULTANTS, AND READING COUNSELORS ARE FILLED WITH CLASSROOM TEACHERS WHO ARE UNTRAINED AS SPECIALISTS. LOCAL UNIVERSITIES OFFER HIGHER DEGREES FOR READING SPECIALISTS, BUT, BECAUSE OF SALARY DIFFERENTIALS OFFERED ELSEWHERE, TRAINED PERSONNEL SEEK EMPLOYMENT ELSEWHERE. TABLES AND REFERENCES ARE INCLUDED. THIS PAPER WAS PRESENTED AT THE TENTH ANNUAL CONGRESS OF THE INTER-AMERICAN SOCIETY OF PSYCHOLOGY (LIMA, PERU, APRIL 2-6, 1966). (MC)

ED019271 TE000417
THE USE OF MOTION PICTURES IN TEACHING SLOW LEARNERS. DEC67, 7P.

A 3-YEAR PROGRAM, "MODERN SOCIETY--ITS VALUES AND ITS DEMANDS," WAS DEVISED TO MAKE USE OF THE VISUAL AND ORAL ABILITIES OF "RELUCTANT" SENIOR HIGH SCHOOL STUDENTS. SEVENTEEN MODERN NOVELS AND PLAYS IN CONJUNCTION WITH THEIR MOTION PICTURE ADAPTATIONS WERE STUDIED AND VIEWED. STUDENTS GRADED THE FILMS ON THE BASES OF CHARACTERIZATION, THEME, SOUND EFFECTS, DIRECTION, AND PHOTOGRAPHY, AND WERE REQUIRED TO DEFEND THEIR OPINIONS. CROSS-MEDIA LITERARY ANALYSIS WAS ENCOURAGED. THE MOST SUCCESSFUL MOVIE-BOOK UNITS ATTEMPTED WERE "DETECTIVE STORY," "A RAISIN IN THE SUN," AND "THE BRIDGES OF TOKO-RI," ALL OF WHICH TOUCHED ON CURRENT TEENAGE PROBLEMS. DURING THE COURSE OF THE PROGRAM, STUDENTS DEMONSTRATED REPEATEDLY THAT THEY WERE DEVELOPING GREATER PERCEPTION IN VIEWING FILMS. ALTHOUGH CROSS-MEDIA PROGRAMS REQUIRE LARGE BLOCKS OF TEACHER TIME, A SIZABLE BUDGET, AND INTERDEPARTMENTAL COOPERATION, THE APPROACH YIELDS MORE ENTHUSIASM AND A HIGHER QUALITY OF WORK FOR SLOW STUDENTS THAN HAS BEEN PREVIOUSLY EXPECTED. (THIS ARTICLE APPEARED IN "THE ENGLISH RECORD," VOL. 18 (DECEMBER 1967), 19-24.) (JB)

ED019304 UD000111
PROGRESS OF PUBLIC EDUCATION IN THE UNITED STATES OF AMERICA, 1963-64. A REPORT. 64, 81P.

THIS PROGRESS REPORT GIVES STATISTICAL DATA ON IMPORTANT QUALITATIVE AND QUANTITATIVE DEVELOPMENTS IN PUBLIC EDUCATION IN THE UNITED STATES. INFORMATION ON ENROLLMENTS, SCHOOL RETENTION RATES AND EDUCATIONAL ATTAINMENT, LEVELS OF SUPPORT, AND INVESTMENT IN ELEMENTARY AND SECONDARY SCHOOLS IS INCLUDED IN THIS SECTION. A SECOND SECTION CONTAINS AN OVERVIEW OF TEACHER EDUCATION AND DISCUSSES FUNDAMENTAL VALUES AND RESPONSIBILITIES, HISTORICAL DEVELOPMENTS, ORGANIZATION AND ADMINISTRATION, PROGRAMS, NEW DEVELOPMENTS, AND PROBLEMS. THIS DOCUMENT IS ALSO AVAILABLE AS CATALOG NO. FS 5.210--10005-64-A FOR 30 CENTS FROM THE SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402. (AF)

ED019305 UD000247
THE QUEST FOR RACIAL EQUALITY IN THE PITTSBURGH PUBLIC SCHOOLS. ANNUAL REPORT, 1965. SEP65, 53P.

THIS REPORT FURNISHES AN ACCOUNT OF THE POLICIES OF THE PITTSBURGH PUBLIC SCHOOLS ON RACIAL INTEGRATION AND EQUALITY OF EDUCATIONAL OPPORTUNITY. PRINCIPLES, PRACTICES, AND PLANS FOR THE FUTURE ARE DETAILED, AND SPECIAL PROBLEM AREAS ARE IDENTIFIED. COMPENSATORY EDUCATION, EVEN IF IT IMPLIES DELAYED INTEGRATION IN SOME INSTANCES, IS SEEN AS THE BEST IMMEDIATE ROUTE TO DESEGREGATION. SHIFTING POPULATIONS AND THE IDEA OF A "BALANCED" SCHOOL ARE CONSIDERED. THE FEASIBILITY OF BUSING STUDENTS AND THE PLACEMENT OF NEW SCHOOLS ARE ADDITIONAL PROBLEM AREAS DISCUSSED. CONSIDERATION IS GIVEN TO THE CONCEPT OF THE EDUCATIONAL PARK AS A PROMISING PROPOSITION FOR LARGE-SCALE INTEGRATION. AN APPENDIX CONTAINS A BRIEF ACCOUNT OF PARALLEL EFFORTS AND PROBLEMS IN OTHER LARGE CITIES. (AF)

ED019308 UD000714
THE UTILIZATION OF VOLUNTEERS AND UNDERGRADUATE STUDENTS IN MEETING SOCIO/CULTURAL DEPRIVATION PROBLEMS IN AN ELEMENTARY SCHOOL. DEMONSTRATION PROPOSAL. 12P.

PROPOSED IS AN EDUCATIONAL IMPROVEMENT PROJECT FOR DISADVANTAGED CHILDREN COMING TO DAYTON, OHIO, FROM APPALACHIA. THE SOCIAL ACTION COMMITTEE OF A SYNAGOGUE IN DAYTON WOULD "ADOPT" A KINDERGARTEN CLASS FOR A 5-YEAR PERIOD. A COOPERATIVE APPROACH TO WORKING WITH THE CHILDREN WOULD COMBINE THE SERVICES OF VOLUNTEERS RECRUITED FROM THE MEMBERSHIP OF THE SYNAGOGUE, THE CHILDREN'S TEACHER AND PARENTS, AND ANTIOCH STUDENTS PARTICIPATING IN A WORK-STUDY PROGRAM. THE FACILITIES OF A PUBLIC ELEMENTARY SCHOOL WOULD PROVIDE THE SETTING FOR THE PROJECT, WHICH WOULD BE COORDINATED, PLANNED, AND SUPERVISED BY A PROFESSIONAL SOCIAL WORKER. THE GRANT WOULD BE MADE TO ANTIOCH COLLEGE. (NH)

ED019325 UD004457
ANNUAL REPORT ON MEASURMENT AND EVALUATION, 1965-66, P.L. 89-10, TITLE I. 15DEC66, 158P.

THIS REPORT DESCRIBES THE ACTIVITIES OF ELEMENTARY AND SECONDARY EDUCATION, TITLE I COMPENSATORY EDUCATION PROJECTS WHICH WERE DEVELOPED TO ASSIST GEORGIA'S YOUTH. PROJECT ADMINISTRATION AND PROCEDURES, INNOVATIVE AND EFFECTIVE PROGRAMS, MEASUREMENT INSTRUMENTS, AND ACHIEVEMENT TEST RESULTS ARE SPECIFICALLY DISCUSSED. STATE GUIDELINES FOR THE IMPLEMENTATION OF TITLE I PROJECTS ARE APPENDED. (LB)

ED019328 UD004821
TITLE I HIGHLIGHTS, ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965 (PL 89-10), SCHOOL YEAR 1965-66. 66, 20P.

A REVIEW OF THE FIRST YEAR OF OPERATION OF TITLE I, THIS BOOKLET IS LARGELY A COLLECTION OF TABLES, GRAPHS, AND MAPS. DURING THIS YEAR, 17,500 LOCAL EDUCATIONAL AGENCIES EXPENDED $987,596,000 FOR 22,200 PROJECTS WHICH SERVED 8,299,900 CHILDREN. (AF)

ED019332 UD004999
A SUMMARY REPORT AND EVALUATION OF TITLE I, P.L. 89-10, PROJECTS, SCHOOL YEAR 1965-66. NOV66, 164P.

THIS EVALUATION REPORT OF HAWAII'S ELEMENTARY AND SECONDARY EDUCATION ACT, TITLE I, ACTIVITIES PRESENTS INFORMATION ABOUT THE NUMBER OF PROJECTS, THE NUMBER AND PERCENTAGE OF STUDENTS AND SCHOOLS COVERED BY TITLE I, AND THE ALLOCATIONS OF TITLE I FUNDS IN THE SEVEN SCHOOL DISTRICTS. IT ALSO DISCUSSES PERSONNEL, SERVICES, PROJECTS, EQUIPMENT, AND SUPPLIES IN THE PUBLIC SCHOOL. MOST EMPHASIZED IN THE MAJORITY OF THE PROGRAMS WERE IMPROVEMENTS IN BASIC SKILLS AND IN ATTITUDES. REPORTS FROM 74 OF THE 94 TITLE I PROJECTS RECOMMENDED THAT THERE BE ADDITIONAL FUNDS, INSERVICE TRAINING, MORE TIME AND HELP FOR PLANNING AND EVALUATING PROJECTS, GREATER CLARITY OF DIRECTIONS AND GUIDELINES, AND REDUCED PAPER WORK. IT IS RECOMMENDED THAT THE SIZE OF THE STATE DEPARTMENT OF EDUCATION BE INCREASED IN ORDER TO PROPERLY ADMINISTER TITLE I AND THAT THERE BE IMPROVEMENT IN THE COLLECTION OF PROJECT RECORDS AND DATA. ALSO, SCHOOLS SHOULD INCLUDE BOTH SUBJECTIVE AND OBJECTIVE EVIDENCE TO SUBSTANTIATE CLAIMS OF PROGRESS, AND A STANDARD FORM SHOULD BE AVAILABLE FOR SUCH REPORTS. SEPARATE UNITS OF PROJECTS SHOULD BE EVALUATED SEPARATELY AND EVALUATORS SHOULD BE TRAINED FOR SUCH A TASK BY TITLE I OFFICIALS. MOST OF THE REPORT CONSISTS OF TABLES AND ACCOMPANYING DESCRIPTIONS. (NH)

ED019349 UD005298
EDUCATING THE DISADVANTAGED CHILD IN CLALLAM AND JEFFERSON COUNTIES, A REVIEW AND EVALUATION OF THE PROGRAMS ESTABLISHED IN NINE SCHOOL DISTRICTS.... APR67, 52P.

THIS REPORT REVIEWS AND EVALUATES THE COMPENSATORY EDUCATION PROGRAMS ESTABLISHED IN TWO WASHINGTON COUNTIES. SECTIONS OF THE REPORT DESCRIBE THE COMMUNITY ACTION COUNCIL'S ROLE IN TITLE I, THE INTENT OF TITLE I, AND THE CHARACTERISTICS OF THE DISADVANTAGED CHILDREN WHO CONSTITUTE THE TITLE I TARGET POPULATION. STATISTICAL DATA ARE PROVIDED ON STUDENT ENROLLMENT AND PROGRAM COSTS. IN ADDITION TO GENERAL COMMENTS, SPECIFIC RECOMMENDATIONS ARE DIRECTED AT THE SCHOOL DISTRICTS PARTICIPATING IN TITLE I. DURING THE 1966-67 SCHOOL YEAR, 1,268 STUDENTS AT ALL GRADE LEVELS PARTICIPATED IN TITLE I PROJECTS, WHICH HAD A BUDGET OF $156,771. IN SOME SCHOOL DISTRICTS AMERICAN INDIANS FORMED UP TO ONE-HALF OF THE STUDENT POPULATION. AN APPENDED REPORT DISCUSSES PROBLEMS IN EDUCATING THE AMERICAN INDIAN. (DK)

ED019354 UD005351
PROCEEDINGS OF THE EDUCATION FOR THE DISADVANTAGED WORKSHOP (NEWBURGH, N.Y., MARCH 28, 1966). 28MAR66, 74P.

PARTICIPANTS IN THIS WORKSHOP INCLUDED THE ENTIRE ELEMENTARY, SECONDARY, PUBLIC, AND PAROCHIAL PROFESSIONAL STAFFS OF THE NEWBURGH SCHOOL DISTRICT, NEW YORK. TRANSCRIPTS OF PAPERS ON DIFFERENT ASPECTS OF TEACHING THE DISADVANTAGED AND THE CULTURALLY DEPRIVED ARE PROVIDED. SOME OF THE PAPERS DEALT WITH FEDERAL PROGRAMS, INTERGROUP EDUCATION, EDUCATIONAL MEDIA, ACADEMIC CURRICULUM (PARTICULARLY READING), TEACHING TECHNIQUES, PUPIL PERSONNEL SERVICES, AND VOCATIONAL AND BUSINESS EDUCATION. AN ANNOTATED BIBLIOGRAPHY OF TEXTS FOR INTERGROUP EDUCATION IS INCLUDED. (AF)

ED019356 UD005363
THE FINAL REPORT OF THE COMMITTEE STUDYING RACIAL IMBALANCE IN THE GRAND RAPIDS PUBLIC SCHOOL SYSTEM. 13JUN66, 20P.

A COMMITTEE WAS APPOINTED BY THE BOARD OF EDUCATION OF GRAND RAPIDS TO INVESTIGATE RACIAL BALANCE AND EDUCATIONAL QUALITY IN THE PUBLIC SCHOOLS. COMMITTEE FINDINGS SHOWED THAT RACIAL IMBALANCE EXISTED AND HAD INCREASED SINCE 1950. NO SIGNIFICANT DIFFERENCES WERE FOUND IN TEACHER QUALITY IN THE DIFFERENT SCHOOLS, BUT NONWHITE TEACHERS WERE ASSIGNED PRIMARILY TO SCHOOLS WITH A HIGH PERCENTAGE OF NONWHITE STUDENTS. DIFFERENCES IN FACILITIES DID NOT SEEM TO BE A FUNCTION OF SEGREGATION, AND THE NEED FOR AND AVAILABILITY OF COMPENSATORY EDUCATION WERE NOT LIMITED TO NEGRO STUDENTS. THE COMMITTEE RECOMMENDED THAT THE BOARD OF EDUCATION TAKE A LEADERSHIP ROLE IN PROMOTING OPEN HOUSING, IN PUBLICIZING THE FINDINGS OF THE STUDY AND STATING ITS RESPONSIBILITY FOR ENDING SCHOOL SEGREGATION, AND IN ADVANCING COMMUNITY EFFORTS TO IMPLEMENT THE REPORT. THE BOARD SHOULD INITIATE SUCH ORGANIZATIONAL CHANGES AS INTERSCHOOL PROJECTS, REZONING, HUMAN RELATIONS UNITS FOR ALL FIFTH-GRADE STUDENTS, AND OPEN ENROLLMENT. IN ADDITION, COMPENSATORY EDUCATION PROGRAMS SHOULD BE "DEVELOPMENTAL" INSTEAD OF "REMEDIAL," PUPIL-TEACHER RATIOS SHOULD BE LOWER, AND FREE SUMMER SCHOOLS SHOULD BE MADE AVAILABLE. OTHER RECOMMENDATIONS INVOLVE INSTRUCTIONAL CHANGES, IMPROVING THE RACIAL BALANCE OF SCHOOL PERSONNEL, AND PARENT INVOLVEMENT PROGRAMS. (NH)

ED019361 UD005507
THE URBAN REVIEW, VOLUME 1, NUMBER 4, NOVEMBER 1966. NOV66, 40P.

THIS ISSUE IS MADE UP OF TWO ARTICLES, AN EDITORIAL AND A PHOTOGRAPHIC ESSAY ON NEW YORK CITY'S I.S. 201 CONTROVERSY, AND CRITICAL DIALOGUE ON PREVIOUS ARTICLES. THE FIRST ARTICLE, "FOR AN ELECTED LOCAL SCHOOL BOARD" BY JOE L. REMPSON, WRITTEN IN RESPONSE TO THE I.S. 201 CONTROVERSY, PROPOSES A PLAN FOR SYSTEMATICALLY INVOLVING THE NEGRO COMMUNITY IN THE QUEST FOR QUALITY SEGREGATED EDUCATION. THE SECOND ARTICLE, "PUBLIC AND PAROCHIAL" BY RICHARD P. BOARDMAN, DISCUSSES THE RELATIONSHIP BETWEEN PUBLIC AND CATHOLIC SCHOOL SYSTEMS, AND SUGGESTS THAT THE COEXISTENCE OF THE TWO SYSTEMS CREATES EDUCATIONAL INEQUALITIES AND IS GENERALLY DETRIMENTAL TO THE PUBLIC SCHOOLS. IN THE SECTION OF CRITICAL DIALOGUE THERE ARE DISCUSSIONS OF THE "600 SCHOOLS" IN NEW YORK CITY AND OF VOCATIONAL EDUCATION. (DK)

ED019368 UD005649
EDUCATION IMPROVEMENT PROJECT, A STATUS REPORT ON AN ACTION ARM OF THE SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS, FALL 1966. NOV66, 35P.

THIS REPORT DESCRIBES THE ACTIVITIES OF THE EDUCATION IMPROVEMENT PROJECT (EIP), A MULTIFACETED COMPENSATORY EDUCATION AND ENRICHMENT PROJECT FOR DISADVANTAGED PUPILS IN SOUTHERN SCHOOLS. SUPPORTED BY THE SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS AND VARIOUS FOUNDATIONS, PROGRAMS ADMINISTERED BY EIP INCLUDE PROJECT OPPORTUNITY, AIMED AT POTENTIALLY SUPERIOR DISADVANTAGED STUDENTS FROM ELEVEN SOUTHERN COMMUNITIES, AND THE COLLEGE PREPARATORY CENTER PROGRAMS, WHICH PROVIDE REMEDIAL AND FINANCIAL SUPPORT TO SELECTED PROSPECTIVE COLLEGE STUDENTS. A RURAL EIP AND A TOOL TECHNOLOGY PROGRAM ARE ALSO BEING DEVELOPED. PROGRAMS NEARING COMPLETION INCLUDE A READING INSTITUTE PROGRAM AND A PAPERBACK BOOK PROGRAM. THE REPORT ALSO DESCRIBES THE IMPLEMENTATION OF EIP IN NASHVILLE, TENNESSEE, DURHAM, NORTH CAROLINA, ATLANTA, GEOR-

GIA, AND HUNTSVILLE, ALABAMA. THIS REPORT IS THE PROCEEDINGS OF THE SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS, VOLUME 19, NUMBER 3, NOVEMBER 1966. (AF)

ED019374 UD005803
FEDERAL RIGHTS UNDER SCHOOL DESEGREGATION LAW. JUN66, 25P.

THIS REPORT PROVIDES ANSWERS TO A VARIETY OF QUESTIONS REGARDING FEDERAL SCHOOL DESEGREGATION POLICY UNDER TITLE VI OF THE 1964 CIVIL RIGHTS ACT. IT PRESENTS THE "REVISED STATEMENT OF POLICIES FOR SCHOOL DESEGREGATION PLANS," WHICH WAS ISSUED IN MARCH 1966 BY THE U. S. OFFICE OF EDUCATION. THE STATEMENT SPECIFICALLY DESCRIBES THE REQUIREMENTS FOR VOLUNTARY DESEGREGATION PLANS BASED ON GEOGRAPHIC ATTENDANCE ZONES AND FREEDOM OF CHOICE. (LB)

ED019376 UD005986
WHERE DO WE GO FROM HERE. 01MAR67, 12P.

FEDERAL AID TO EDUCATION CAN HELP LOCAL AND STATE EDUCATIONAL AGENCIES SOLVE SOME OF THE NATION'S BASIC SOCIAL AND ECONOMIC PROBLEMS. ONE GOAL OF NEW FEDERAL PROGRAMS, LIKE THOSE FUNDED UNDER THE HIGHER EDUCATION FACILITIES ACT, IS TO HELP EDUCATIONAL INSTITUTIONS IMPROVE AND EXPAND THEIR TRADITIONAL SERVICES. A SECOND GOAL IS TO ENCOURAGE SCHOOLS TO ATTACK THE PROBLEMS OF POVERTY, UNEMPLOYMENT, AND ILLITERACY. FOR EXAMPLE, PROGRAMS FUNDED UNDER TITLE I OF THE ELEMENTARY AND SECONDARY EDUCATION ACT (ESEA) ASSIST ELEMENTARY AND SECONDARY SCHOOLS IN REACHING IMPOVERISHED STUDENTS WHOM THEY HAVE FAILED IN THE PAST. SIGNIFICANTLY, UNDER TITLE V OF ESEA, THE GOVERNMENT HAS SUPPORTED PROGRAMS TO STRENGTHEN THE RESOURCES AVAILABLE TO STATE DEPARTMENTS OF EDUCATION. WITH THE RELATIONSHIP THAT HAS BEEN ESTABLISHED BETWEEN THE STATE AND FEDERAL GOVERNMENTS, STATES HAVE BEEN ABLE TO ASSUME THE RESPONSIBILITY FOR THE ADMINISTRATION OF PROGRAMS, AND EACH LOCALITY HAS BEEN ABLE TO DETERMINE HOW BEST TO MEET PARTICULAR CHALLENGES. IN ORDER TO PROVIDE MORE ASSISTANCE TO AREAS IN NEED, THE FEDERAL GOVERNMENT MIGHT INITIATE AN EQUALIZATION PROGRAM. THE NEXT STEP WOULD BE TO OFFER THE STATES A FORM OF GENERAL ASSISTANCE THAT IS WISELY DISTRIBUTED AND AVOIDS COMPLICATIONS OF CONTROL. SUCH A PROGRAM OF GENERAL SUPPORT, HOWEVER, SHOULD NOT REPLACE NATIONAL PROGRAMS OR LIMIT THE FEDERAL GOVERNMENT'S AUTHORITY TO GUIDE EDUCATIONAL DECISIONS ESSENTIAL TO THE NATIONAL WELFARE. THIS SPEECH WAS PRESENTED BEFORE THE GOVERNOR'S CONFERENCE ON EDUCATION, ORLANDO, FLORIDA, MARCH 1, 1967. (LB)

ED019377 UD005991
THE CITY IS A TEACHER. 13MAY66, 13P.

THE PROBLEM OF POVERTY IN THE CITY GHETTO FORMS A COMPLICATED CHAIN OF DISCRIMINATION AND LOST OPPORTUNITIES FOR WHICH ALL AMERICANS PAY. COSTS ARE INCURRED FROM POOR EDUCATION, UNEMPLOYMENT, WASTE OF INDIVIDUAL TALENT, RISING CRIME RATES, MILITARY SERVICE REJECTION RATES, AND OTHER SOCIAL PROBLEMS. THE EDUCATION LINK IN THIS CHAIN IS THE SEGREGATED, INFERIOR SCHOOL. RECENT EFFORTS AIMED AT IMPROVING GHETTO SCHOOLS INCLUDE TITLE I OF THE ELEMENTARY AND SECONDARY EDUCATION ACT AND THE NATIONAL TEACHER CORPS. AT THE NATIONAL LEVEL, THE U.S. OFFICE OF EDUCATION HAS BEEN RESPONSIBLE FOR ABOUT 100 PROGRAMS. MEASURES FOR IMPROVING THE GHETTO SCHOOL AT THE LOCAL LEVEL SHOULD INCLUDE INCREASED FINANCIAL SUPPORT AND SPECIAL SERVICES SUCH AS COUNSELING AND GUIDANCE, SMALL CLASSES, REMEDIAL INSTRUCTION, AND MEDICAL AID. THE OPPORTUNITY FOR AND EXPECTATION OF PERFORMANCE BY DISADVANTAGED CHILDREN MUST BE CREATED TO FACILITATE THIS GOAL, AND CITY SCHOOL SYSTEMS MUST ADOPT POLICIES THAT WILL GUARANTEE THE ASSIGNMENT OF EXPERIENCED AND SPECIALLY TRAINED TEACHERS TO GHETTO SCHOOLS. A MORE DRASTIC MEASURE WHICH WILL BE NEEDED IS THE ALTERATION OF POLITICAL AND SOCIAL BOUNDARIES. RACIAL AND SOCIOECONOMIC SEGREGATION COULD THEN BE BROKEN BY THE CHOICE OF NEW SCHOOL SITES AND BY THE DEVELOPMENT OF CENTRALIZED SCHOOL COMPLEXES. THIS PAPER WAS DELIVERED BEFORE THE ANNUAL CIVIL ASSEMBLY OF THE CITY CLUB OF CHICAGO, CHICAGO BAR ASSOCIATION, CHICAGO, ILLINOIS, MAY 13, 1966. (MM)

ED019378 UD006026
ELEMENTARY AND SECONDARY EDUCATION AMENDMENTS OF 1966. 03NOV66, 32P.

THE TITLES IN THE ACT WHICH ARE AMENDED DEAL WITH FINANCIAL ASSISTANCE FOR THE EDUCATION OF CHILDREN FROM LOW-INCOME FAMILIES, APPROPRIATIONS FOR SCHOOL LIBRARY RESOURCES FOR OTHER INSTRUCTIONAL MATERIALS, AND SUPPLEMENTARY EDUCATIONAL CENTERS AND SERVICES. ALSO COVERED ARE GRANTS FOR COOPERATIVE RESEARCH ACTIVITIES IN THE FIELD OF EDUCATION AND GRANTS TO STRENGTHEN STATE DEPARTMENTS OF EDUCATION. OTHER AMENDMENTS REGULATE GRANTS FOR PROGRAMS DESIGNED TO EDUCATE HANDICAPPED CHILDREN AND APPROPRIATIONS FOR THE PREPARATION AND DISSEMINATION OF RESEARCH INFORMATION. ADDITIONAL AMENDMENTS REFER TO PUBLIC LAWS AFFECTING EDUCATION IN FEDERALLY AFFECTED AREAS AND ADULT EDUCATION. THE LATTER IS CITED AS THE ADULT EDUCATION ACT 1966 AND INCLUDES A STATEMENT OF PURPOSE, DEFINITIONS, APPROPRIATIONS, AND PLANS FOR OPERATION. (MM)

ED019379 UD006144
PROFILES OF TWENTY MAJOR AMERICAN CITIES. LOURIA, MARGOT; STOKES, MARGURITE C., JAN68, 118P.

THESE PROFILES PROVIDE EXTENSIVE DATA ON POVERTY, POPULATION TRENDS, EDUCATION, WELFARE, CRIME, AND UNEMPLOYMENT IN 20 MAJOR METROPOLITAN AREAS. FISCAL YEAR 1967 APPROPRIATIONS FOR ELEMENTARY AND SECONDARY SCHOOL ACTIVITIES, FOR BASIC AND OCCUPATIONAL TRAINING, AND FOR COMMUNITY DEVELOPMENT ARE ALSO LISTED. THE POPULATION, POVERTY, AND EDUCATION INDEXES INCLUDE DATA FOR WHITE AND NONWHITE GROUPS. THE EDUCATION INDEXES CONTAIN FIGURES ON THE PERCENTAGE OF CLASSROOM TEACHERS IN PUBLIC SCHOOLS, ON SCHOOL EXPENDITURES, ON STUDENT ENROLLMENT, AND ON DROPOUTS. GENERAL FINDINGS ARE BRIEFLY SUMMARIZED. (LB)

ED019382 UD006152
A STATISTICAL SUMMARY, STATE BY STATE, OF SCHOOL SEGREGATION-DESEGREGATION IN THE SOUTHERN AND BORDER AREA FROM 1945 TO THE PRESENT. 16TH REVISION. FEB67, 46P.

THE FOLLOWING DATA ARE GIVEN IN THIS REPORT TO INDICATE THE STATUS OF DESEGREGATION IN EACH OF THE SOUTHERN AND BORDER STATES--(1) RATE OF DESEGREGATION IN PUBLIC SCHOOLS (ARRANGED BY SCHOOL DISTRICT); PUBLIC COLLEGES AND UNIVERSITIES, AND SPECIAL SCHOOLS, (2) STATUS OF FACULTY DESEGREGATION, AND (3) NUMBER OF "OTHER" ETHNIC GROUP STUDENTS IN THE SCHOOLS. ALSO INCLUDED ARE DESEGREGATION STATISTICS ON THE SOUTH AS A WHOLE, A DESCRIPTION OF THE STATUS OF DESEGREGATION SINCE 1954, AND A STATISTICAL SUMMARY OF DEVELOPMENTS SINCE 1954. (EF)

ED019387 UD006179
THE COLEMAN REPORT. 68,
DOCUMENT NOT AVAILABLE FROM EDRS.

THE COLEMAN REPORT IS CRITICIZED BECAUSE IT IMPLIES THAT THE NEGRO MUST FIRST CHANGE HIS OWN ENVIRONMENT BEFORE SIGNIFICANT IMPROVEMENT IN EDUCATIONAL ACHIEVEMENT CAN OCCUR. PARTICULAR FOCUS IN THIS CRITICAL COMMENTARY IS GIVEN TO COLEMAN'S CONTENTIONS THAT EDUCATIONAL ACHIEVEMENT IS UNRELATED TO EDUCATIONAL FINANCING AND THAT RACIAL INTEGRATION IS AN IMPORTANT FACTOR IN IMPROVING THE EDUCATIONAL ACHIEVEMENT OF NEGRO STUDENTS. IT IS FELT THAT SCHOOL INTEGRATION SHOULD BE VIEWED AS A MEANS OF PRODUCING HUMAN BEINGS WHO CAN COOPERATIVELY CONFRONT AND MUTUALLY RESOLVE CRUCIAL SOCIAL ISSUES, AND THAT THE PURELY ACADEMIC JUSTIFICATION FOR INTEGRATION IS LESS RELEVANT AND LESS IMPORTANT. QUESTIONED ALSO ARE (1) THE REPORT'S CONTENTION THAT THE ACADEMIC GAP BETWEEN NEGRO AND WHITE STUDENTS REMAINS CONSTANT FROM KINDERGARTEN THROUGH HIGH SCHOOL, (2) THE WAY IN WHICH THE ANSWERS STUDENTS GAVE CONCERNING THEIR ATTITUDES IS REPORTED, AND (3) THE REPORT'S INTERPRETATION OF THE MEANING OF A STUDENT'S "SENSE OF CONTROL" OVER HIS FUTURE. THIS ARTICLE IS PUBLISHED IN "INTEGRATED EDUCATION," VOLUME 5, NUMBER 6, ISSUE 30, P. 37-45, DECEMBER 1967-JANUARY 1968. (NH)

ED019395 VT000683
THE FLORIDA STUDY OF VOCATIONAL-TECHNICAL EDUCATION. 65, 140P.

ANALYSES OF FACTORS THAT AFFECT VOCATIONAL, TECHNICAL, AND GENERAL ADULT EDUCATION IN FLORIDA ARE PRESENTED THROUGH (1) ANALYSIS OF AVAILABLE PERTINENT DATA CONCERNING POPULATION GROWTH AND DISTRIBUTION, (2) FACTUAL PRESENTATION OF THE EXISTING PROGRAMS OF VOCATIONAL AND TECHNICAL EDUCATION, (3) ACCUMULATION AND CLASSIFICATION OF DATA SHOWING NEEDS FOR SUITABLY TRAINED PERSONNEL FOR VARIOUS TYPES OF EMPLOYMENT, (4) PROJECTION OF PROGRAMS AT VARIOUS EDUCATIONAL LEVELS FOR SPECIFIC TRAINING RELATED DIRECTLY TO JOB NEEDS, (5) INVENTORY AND EVALUATION OF EXISTING VOCATIONAL AND TECHNICAL SHOPS AND LABORATORIES AT HIGH SCHOOL CENTERS AND JUNIOR COLLEGES, (6) ANALYSIS AND PROJECTION OF FINANCIAL REQUIREMENTS TO SUPPORT AN IMPROVED AND MORE COMPREHENSIVE PROGRAM OF VOCATIONAL AND TECHNICAL EDUCATION, (7) DESCRIPTION AND ANALYSIS OF EXISTING PATTERNS OF EDUCATIONAL ORGANIZATION AT STATE, AREA, AND LOCAL LEVELS, AND (8) DEVELOPMENT AND APPLICATION OF CRITERIA FOR LOCATING VARIOUS PROGRAMS AND FACILITIES FOR VOCATIONAL-TECHNICAL EDUCATION IN FLORIDA. RECOMMENDATIONS FOR EACH LEVEL AND EACH AREA OF VOCATIONAL-TECHNICAL EDUCATION INCLUDE--(1) FUNDS SHOULD BE PROVIDED FOR THE COMPILATION OF A COMPREHENSIVE CLASSIFIED INVENTORY OF EMPLOYMENT NEEDS ON A YEARLY BASIS, (2) PERIODIC STUDIES OF VOCATIONAL AGRICULTURE SHOULD BE MADE IN ORDER THAT APPROPRIATE CURRICULUMS MAY BE DEVELOPED, AND (3) AN ANALYSIS SHOULD BE MADE TO DETERMINE WHICH HOME ECONOMICS PROGRAMS FOR GAINFUL EMPLOYMENT ARE IN GREATEST DEMAND. (PS)

ED019396 VT000808
RAISING LOW INCOMES THROUGH IMPROVED EDUCATION, A STATEMENT ON NATIONAL POLICY. SEP65. 54P.

THE ENLARGED FEDERAL ROLE IN EDUCATION DOES NOT RELIEVE OTHERS OF THEIR RESPONSIBILITIES. ONE OF THE MAIN PURPOSES OF THIS POLICY STATEMENT IS TO URGE GREATER EFFORTS BY STATES, LOCALITIES, AND PRIVATE BUSINESS TO DISCHARGE THEIR RESPONSIBILITY TO IMPROVE AND EXTEND EDUCATION AND TRAINING WHICH WOULD CONTRIBUTE TO RAISING THE PRODUCTIVITY, AND CONSEQUENTLY THE INCOMES, OF MANY AMERICANS WITH BELOW AVERAGE INCOMES.

MORE AND BETTER EARLY EDUCATION, BEGINNING BEFORE KINDERGARTEN, SHOULD BE PROVIDED FOR DISADVANTAGED CHILDREN. STATES AND SCHOOL DISTRICTS SHOULD MODERNIZE VOCATIONAL TRAINING TO BRING IT INTO LINE WITH OCCUPATIONAL REQUIREMENTS. STATES SHOULD ESTABLISH ADEQUATE SYSTEMS OF CONVENIENTLY AVAILABLE EDUCATIONAL INSTITUTIONS BEYOND HIGH SCHOOL. PROGRAMS FOR TRAINING AND RETRAINING ADULTS AND REHABILITATING THE PHYSICALLY HANDICAPPED SHOULD BE EXPANDED. PROGRAMS TO ELIMINATE ADULT ILLITERACY SHOULD BE INITIATED. IN FEDERAL PROGRAMS FOR ASSISTING ECONOMICALLY DISTRESSED REGIONS, MORE EMPHASIS SHOULD BE PLACED ON FINANCES FOR CONSTRUCTING AND EQUIPPING EDUCATIONAL AND REHABILITATION FACILITIES. MORE USE SHOULD BE MADE OF THE CAPACITIES OF BUSINESS FOR TRAINING WORKERS AND DEVELOPING EFFECTIVE EDUCATIONAL METHODS. IT WILL BE NECESSARY TO OPERATE THE EDUCATIONAL SYSTEM MORE EFFICIENTLY, BY BETTER ORGANIZATION OF SCHOOL DISTRICTS, QUICKER APPLICATION OF MODERN TECHNIQUES, AND MORE RESEARCH TO DEVELOP BETTER TECHNIQUES. (SL)

ED019402 VT001797
THE VOCATIONAL EDUCATION ACT OF 1963. 65, 33P.
HC NOT AVAILABLE FROM EDRS.

THE VOCATIONAL EDUCATION ACT OF 1963 WAS ENACTED BY CONGRESS TO OFFER NEW AND EXPANDED VOCATIONAL EDUCATION PROGRAMS TO BRING JOB TRAINING INTO HARMONY WITH THE INDUSTRIAL, ECONOMIC, AND SOCIAL REALITIES OF TODAY AND THE NEEDS FOR TOMORROW. THE ACT IS COMPREHENSIVE. IT IS AVAILABLE TO AND CONCERNED ABOUT UNEMPLOYED AND EMPLOYED WORKERS OF ALL AGES AT ALL LEVELS FOR ALL FIELDS IN BOTH RURAL AND URBAN AREAS. THE ACT REQUIRES EACH STATE AND COMMUNITY TO PLAN FLEXIBLE VOCATIONAL EDUCATION PROGRAMS WHICH ARE COMPATIBLE WITH CHANGES OCCURRING IN THE ECONOMY AND THE WORLD OF WORK. IT CANNOT BECOME OBSOLETE--THE MACHINERY FOR KEEPING IT FLEXIBLE AND UP TO DATE IS BUILT INTO IT. IT IS CONCERNED WITH QUALITY EDUCATION. BY THE AMENDMENTS IT MAKES IN THE EARLIER ACTS, IT COORDINATES THE NEW AND OLD INTO PARTS OF A WHOLE. STATE RIGHTS TO CONTROL THEIR OWN EDUCATIONAL SYSTEMS ARE RESPECTED. THE ACT GIVES AUTHORITY FOR APPROPRIATIONS FOR (1) A PERMANENT PROGRAM COVERING VOCATIONAL EDUCATION FOR PERSONS IN FOUR CATEGORIES, CONSTRUCTION OF AREA FACILITIES, ANCILLARY SERVICES AND FACILITIES, AND RESEARCH AND TRAINING PROGRAMS, AND (2) TWO 4-YEAR PROGRAMS INCLUDING WORK-STUDY PROGRAMS AND RESIDENTIAL VOCATIONAL EDUCATION SCHOOLS. OTHER SUBJECTS DISCUSSED ARE PAYMENTS TO THE STATES, STATE PLANS, LABOR STANDARDS, NATIONAL ADVISORY BODIES, AND ACTS OF CONGRESS AFFECTING VOCATIONAL EDUCATION. THIS DOCUMENT IS AVAILABLE AS FS5.280--80034 FROM SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402. (WB)

ED019406 VT001819
REGIONAL CONFERENCE SUMMARIES, 1966. 66, 57P.

AN AVERAGE OF 200 TEACHER EDUCATORS, STATE DIRECTORS, LAYMEN, AND REPRESENTATIVES OF VARIOUS AGENCIES ATTENDED EACH OF NINE REGIONAL CONFERENCES CONDUCTED THROUGHOUT THE UNITED STATES TO DISCUSS THE INFLUENCE OF SOCIAL AND ECONOMIC CHANGES AND PROBLEMS IN PLANNING AND CONDUCTING VOCATIONAL AND TECHNICAL EDUCATION PROGRAMS. MAJOR SPEECHES PRESENTED IN SUMMARY FORM ARE--(1) "THE ROLE OF VOCATIONAL EDUCATION IN GENERATING OCCUPATIONAL COMPETENCE FOR THE FUTURE" BY N.H. FRANK, (2) "OCCUPATIONAL AND TECHNICAL EDUCATION IN A CHANGING SOCIETY" BY F.C. MCLAUGHLIN, (3) "THE COMPUTER--HORSEPOWER OR BRAINPOWER" BY L.T. RADER, (4) "CAREER GUIDANCE AND THE SOUTH" BY F.C. ROBB, (5) "THE COLLAPSE OF AMERICAN PUBLIC SCHOOL EDUCATION" BY P.M. HAUSER, (6) "OPPORTUNITIES FOR REGIONAL ECONOMIC PROGRESS" BY C. KIMBALL, (7) "THE ROLE OF VOCATIONAL-TECHNICAL EDUCATION IN MEETING THE NEEDS OF THE WORK FORCE IN OUR CHANGING ECONOMY" BY J.L. INGLE AND ERNEST P. MILLS, AND (9) "MANPOWER DEVELOPMENT--THE ROLES OF GOVERNMENT AND INDUSTRY" BY P.B. SWAIN. SEVENTEEN CRITICAL ISSUES IN VOCATIONAL AND TECHNICAL EDUCATION WERE DISCUSSED BY CONFEREES AT ALL REGIONAL CONFERENCES. SUMMARIES OF INTEREST GROUP REPORTS ARE INCLUDED FOR FISCAL PLANNING, MANPOWER DEVELOPMENT AND TRAINING, PERSONS WITH SPECIAL NEEDS, RESEARCH, EVALUATION, TEACHER EDUCATION, GUIDANCE, STATE BOARD AND ADVISORY COMMITTEES, AND AGRICULTURAL, HOME ECONOMICS, TRADE AND INDUSTRIAL, TECHNICAL, OFFICE AND BUSINESS, DISTRIBUTIVE AND MARKETING, AND HEALTH OCCUPATIONS EDUCATION. (WB)

ED019407 VT001820
STATEMENT BEFORE THE GENERAL SUBCOMMITTEE ON EDUCATION OF THE SUBCOMMITTEE ON EDUCATION AND LABOR, HOUSE OF REPRESENTATIVES, THURSDAY, JUNE 9, 1966. 9JUN66, 55P.

THE ENACTMENT OF THE VOCATIONAL EDUCATION ACT OF 1963 PROVIDED A NEW PHILOSOPHY IN VOCATIONAL EDUCATION WHICH IS RESULTING IN A MAJOR EXPANSION AND REDIRECTION OF THE PROGRAM ACROSS THE NATION. THE ADMINISTRATION OF THE PROGRAM HAS EVOLVED INTO A SYSTEMATIZED APPROACH AND PROCEDURE WITH SIGNIFICANT FEEDBACK INTO THE SYSTEM TO PROVIDE CONSTANT CHANGE AND IMPROVEMENT. ALL STATES AND TERRITORIES HAVE DEVELOPED PLANS FOR INCORPORATING ALL VOCATIONAL EDUCATION ACTS. THE ANNUAL REPORTING SYSTEM HAS BEEN REVISED, EVALUATION AT FEDERAL, STATE, AND LOCAL LEVELS HAS BEEN PLANNED, AND THE RESEARCH PROGRAM IS OPERATING AT BOTH FEDERAL AND STATE LEVELS. THE FEDERAL GOVERNMENT CURRENTLY PROVIDES FUNDS FOR VOCATIONAL EDUCATION IN APPROXIMATELY TWO-THIRDS OF THE COUNTRY'S PUBLIC SECONDARY SCHOOLS WHICH ENROLL 5.4 MILLION STUDENTS INCLUDING ADULTS. LOCAL, STATE, AND FEDERAL EXPENDITURES FOR VOCATIONAL EDUCATION IN FISCAL 1965 WAS NEARLY 563 MILLION DOLLARS. PROGRESS HAS BEEN MADE IN ACHIEVING THE PURPOSES FOR WHICH FUNDS MAY BE EXPENDED--(1) VOCATIONAL EDUCATION FOR PERSONS ATTENDING HIGH SCHOOL, FOR THOSE WHO HAVE COMPLETED OR LEFT HIGH SCHOOL, FOR TRAINING OR RETRAINING FOR THOSE ALREADY IN THE LABOR MARKET, AND FOR THOSE WHO HAVE HANDICAPS PREVENTING THEIR SUCCESS IN REGULAR VOCATIONAL PROGRAMS, (2) CONSTRUCTION OF AREA VOCATIONAL SCHOOLS, AND (3) PROVISION OF ANCILLARY SERVICES. OTHER ACHIEVEMENTS HAVE BEEN IN DEVELOPING CURRICULUMS, TRAINING GUIDANCE PERSONNEL, AND RELATING PROGRAMS TO MANPOWER NEEDS. THERE IS STILL A NEED FOR STATE LEADERSHIP PERSONNEL. AS A RESULT OF REVISED SMITH-HUGHES AND GEORGE-BARDEN ACTS, DEVELOPMENT IS CONTINUING IN THE VOCATIONAL AREAS. RECOMMENDATIONS FOR IMPROVEMENT WILL BE MADE FOLLOWING A THOROUGH REVIEW OF THE PROGRAM. (WB)

ED019419 VT001921
GUIDELINES FOR STATE VOCATIONAL AGRICULTURE CURRICULUM MATERIALS SERVICES, A RESEARCH REPORT OF A GRADUATE STUDY. RESEARCH SERIES IN AGRICULTURAL EDUCATION. RIDENOUR, HARLAN E.; WOODIN, RALPH J., OCT66, 51P.

PROBLEMS OF VOCATIONAL AGRICULTURE TEACHERS IN KEEPING ABREAST OF TECHNICAL KNOWLEDGE AND OBTAINING OR PREPARING MATERIALS STRUCTURED IN LOGICAL SEQUENCE FOR TEACHING PROMPTED A STUDY TO DEVELOP GUIDELINES FOR ORGANIZING AND OPERATING A STATEWIDE VOCATIONAL AGRICULTURE CURRICULUM MATERIALS SERVICE. A SURVEY OF 48 STATE DIRECTORS AND 48 STATE SUPERVISORS OF VOCATIONAL AGRICULTURE AND 45 PERSONS RESPONSIBLE FOR CURRICULUM MATERIALS WORK PROVIDED INFORMATION ON SERVICES TO TEACHERS, ADMINISTRATIVE PROCEDURES, LENGTH OF TIME SERVICES HAD BEEN IN EFFECT, AND THE VALUE OF THE SERVICES. THE CURRICULUM MATERIALS SERVICE WAS THEORIZED AS BEING AN EDUCATIONAL ORGANIZATION ENGAGED IN SELECTION, EVALUATION, PROCUREMENT, PRODUCTION, AND DISTRIBUTION OF CURRICULUM MATERIALS THAT ASSIST IN OBTAINING PREDETERMINED, DESIRABLE CHANGES IN STUDENTS. ITS SUCCESS DEPENDS UPON THE EXTENT TO WHICH 11 CONDITIONS CONCERNING (1) ADMINISTRATION, USE OF STAFF, TEACHER, AND SPECIALIST ADVISORY GROUPS, AND (2) PRODUCTION OF MATERIALS TO MEET SPECIFIC CRITERIA ARE ACHIEVED. GUIDELINES, BASED ON THE PROPOSED THEORY AND FINDINGS OF THE STUDY ARE PRESENTED FOR 24 ASPECTS OF CURRICULUM MATERIALS SERVICE. FINDINGS CONCERNING THE EXTENT OF CURRICULUM MATERIALS ACTIVITIES IN 45 STATES, THE SURVEY INSTRUMENTS, AND A BIBLIOGRAPHY ARE INCLUDED. THE COMPLETE REPORT OF THE PH.D. THESIS, "GUIDELINES FOR ORGANIZING AND OPERATING A STATE VOCATIONAL AGRICULTURE CURRICULUM MATERIALS SERVICE," IS AVAILABLE AS 66-6293 FOR $3.05 ON MICROFILM AND FOR $10.60 AS XEROXED COPY FROM UNIVERSITY MICROFILMS, INC., 300 NORTH ZEEB ROAD, ANN ARBOR, MICHIGAN 48106. (JM)

ED019430 VT002103
A PROPOSED LONG-RANGE PLAN FOR OCCUPATIONAL AND VOCATIONAL-TECHNICAL EDUCATION FOR RHODE ISLAND, RHODE ISLAND VOCATIONAL-TECHNICAL EDUCATION DEVELOPMENT PROJECT. PRELIMINARY REPORT. ELSBREE, WILLARD S.; AND OTHERS, MAR65, 44P.

ECONOMIC, EMPLOYMENT, POPULATION, AND SCHOOL INFORMATION WAS ANALYZED AS THE BASIS FOR A PROPOSED LONG-RANGE PLAN FOR OCCUPATIONAL EDUCATION INTENDED TO PROVIDE FOR BOTH IMMEDIATE AND FUTURE STATEWIDE NEEDS, TO MAKE THE BEST USE OF EXISTING FACILITIES, AND TO LEND ITSELF TO RAPID IMPLEMENTATION. THE PLAN DEALS WITH SECONDARY, POST-SECONDARY, AND ADULT OCCUPATIONAL EDUCATION. RECOMMENDATIONS CONCERN (1) ESTABLISHING EXPANDED AND ARTICULATED PROGRAMS AT BOTH SECONDARY AND POST-SECONDARY LEVELS, (2) REVISING THE TRADITIONAL CURRICULUM, (3) RECOGNIZING OCCUPATIONAL EDUCATION AS AN OBJECTIVE OF SECONDARY SCHOOLS EQUAL IN IMPORTANCE TO COLLEGE PREPARATION, (4) ESTABLISHING AREA SCHOOLS, (5) DEVELOPING POST-SECONDARY OCCUPATIONAL PROGRAMS IN EXISTING JUNIOR COLLEGES, (6) UTILIZING DIVERSIFIED PROGRAMS TO SERVE OUT-OF-SCHOOL YOUTH AND ADULTS, AND (7) DEVELOPING A CENTER FOR ADULT EDUCATION, CURRICULUM MATERIALS DEVELOPMENT AND TESTING, AND EDUCATIONAL LEADERSHIP TRAINING AT CORLISS PARK. (EM)

ED019439 VT002340
STATE REPORTS OF VOCATIONAL-TECHNICAL PROGRAM DEVELOPMENT, FISCAL YEAR 1966. 66, 53P.

SUMMARY REPORTS OF VOCATIONAL-TECHNICAL PROGRAM DEVELOPMENTS IN EACH OF THE 50 STATES AND TERRITORIES DURING 1966 ARE PRESENTED. MORE THAN 200 NEW VOCATIONAL EDUCATION FACILITIES WERE CONSTRUCTED, AND HIGH QUALITY VOCATIONAL EDUCATION IS RAPIDLY BECOMING AVAILABLE FOR THOSE CITIZENS WHO NEED INSTRUCTION TO OBTAIN JOBS OR FOR THOSE WHO MUST IMPROVE THEIR SKILLS AND KNOWLEDGE TO KEEP THEIR PRESENT JOBS. VOCATIONAL EDUCATION ENROLLMENT IS APPROACHING 5.5 MILLION STUDENTS. THE CONTENT OF THE PROGRAMS IS UNDERGOING SWEEPING CHANGES. A WIDER RANGE OF OCCUPATIONS IS BEING INCLUDED IN CURRICULUMS, EXISTING PROGRAMS ARE EXPANDING TO GIVE MORE IN-DEPTH TRAINING, AND NEW FIELDS ARE BEING OPENED. EXAMPLES OF RECENT TRENDS ARE (1) AN INCREASED NUMBER OF TRAINING PROGRAMS FOR GIRLS AND WOMEN, (2) A REMARKABLE GROWTH IN POST-SECOND-

ARY OFFICE, HEALTH, AND TECHNICAL EDUCATION PROGRAMS, (3) MORE TECHNICAL TRAINING FOR HIGHLY SKILLED WORKERS, (4) GREATER NUMBERS ENROLLED IN PROGRAMS FOR THOSE WITH SPECIAL SOCIOECONOMIC NEEDS, (5) INCREASED FUNDS FOR PROGRAMS FOR THE DISADVANTAGED, AND (6) EXPANSION AND DEVELOPMENT OF POST-HIGH SCHOOL AS WELL AS HIGH SCHOOL PROGRAMS. THE FEDERAL-STATE-LOCAL COOPERATIVE RELATIONSHIP IN VOCATIONAL EDUCATION CONTINUES TO DEMONSTRATE THE EFFECTIVENESS OF SUCH AN ADMINISTRATIVE ARRANGEMENT. (WB)

ED019446 VT002417
A REVIEW OF ACTIVITIES IN FEDERALLY AIDED PROGRAMS, VOCATIONAL AND TECHNICAL EDUCATION, FISCAL YEAR 1964. 66, 75P.
HC NOT AVAILABLE FROM EDRS.

THE FINANCIAL, STATISTICAL, AND DESCRIPTIVE REPORTS SUBMITTED BY EACH STATE TO THE OFFICE OF EDUCATION AT THE CLOSE OF THE FISCAL YEAR JUNE 30, 1964 WERE THE BASIS OF THIS REVIEW OF THE STATE-FEDERAL COOPERATIVE PROGRAM OF VOCATIONAL EDUCATION IN THE UNITED STATES. ENROLLMENTS IN REGULAR VOCATIONAL PREPARATORY PROGRAMS TOTALED 4,556,390, AN INCREASE OF 349,192 OVER FISCAL YEAR 1963. POST-HIGH SCHOOL AND ADULT EXTENSION TRAINING ENROLLEES TOTALED 2,025,149. FEDERAL EXPENDITURES AMOUNTED TO $55,026,874, WITH STATES AND LOCAL DISTRICTS PROVIDING $277,758,239 IN MATCHING FUNDS. VOCATIONAL EDUCATION OFFERED PROGRAMS FOR DROPOUTS, THE DISADVANTAGED, THE TECHNICALLY TALENTED, THE UNEMPLOYED, HOME ECONOMICS OCCUPATIONS TRAINEES, THOSE TRANSFERRING FROM ONE JOB TO ANOTHER, FARMERS AND WORKERS IN OFF-FARM AGRICULTURAL PROGRAMS, DISTRIBUTIVE EDUCATION TRAINEES, AND TRAINEES IN 12 HEALTH OCCUPATIONS. SUPPORT WAS PROVIDED FOR TEACHER EDUCATION PROGRAMS, RESEARCH, CONSTRUCTION AND EXPANSION OF FACILITIES, GUIDANCE, AND CURRICULUM DEVELOPMENT. EXTENSIVE APPENDIXES INCLUDE A STATE-BY-STATE SUMMARY OF AREA VOCATIONAL SCHOOL PROGRAM DEVELOPMENTS, STATISTICAL TABLES OF ENROLLMENTS AND EXPENDITURES FOR VOCATIONAL AND TECHNICAL EDUCATION, AND BRIEF DESCRIPTIONS OF THE FEDERAL VOCATIONAL AND TECHNICAL EDUCATION ACTS. THIS DOCUMENT IS AVAILABLE AS FS5.280--80008-64 FOR 45 CENTS FROM SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402. (PS)

ED019453 VT002496
SCHOOL ADMINISTRATORS AND VOCATIONAL EDUCATION. DEC64, 31P.

GENERAL POLICIES AND PRACTICES TO HELP SCHOOL ADMINISTRATORS PROVIDE VOCATIONAL EDUCATION FOR BOTH YOUTHS AND ADULTS ARE PRESENTED AS ANSWERS TO 38 QUESTIONS COVERING TOPICS SUCH AS (1) OBJECTIVES, (2) TYPES OF PROGRAMS, (3) TYPES OF STUDENTS, (4) PURPOSE OF EACH SUBJECT FIELD, (5) THE ROLE OF THE FEDERAL GOVERNMENT, (6) FEDERAL AND STATE AGENCIES, (7) THE ROLE OF THE STATE STAFF, (8) APPLICATION FOR FEDERAL, STATE, OR LOCAL FUNDS, (9) LOCAL SCHOOL ORGANIZATION, (10) STEPS IN ESTABLISHING A PROGRAM, (11) DUTIES OF PERSONNEL, (12) THE ROLE OF VOCATIONAL GUIDANCE, (13) RELATION TO INDUSTRIAL ARTS EDUCATION, AND (14) PROGRAM EVALUATION. SOURCES OF ADDITIONAL INFORMATION AND BRIEF EXPLANATIONS OF THE SMITH-HUGHES ACT, THE GEORGE-BARDEN ACT, AND THE VOCATIONAL EDUCATION ACT OF 1963 ARE INCLUDED. (EM)

ED019468 VT003613
FINANCING THE KIND OF PUBLIC SCHOOLS NEW JERSEY NEEDS. 64, 43P.

AN ANALYSIS OF EDUCATIONAL PROBLEMS, THE COST OF SOLVING THEM, AND METHODS OF TAXATION BY WHICH ADEQUATE REVENUES COULD BE OBTAINED WAS MADE BY THE NATIONAL COMMITTEE IN RESPONSE TO REQUESTS FROM NEW JERSEY RESIDENTS. THIS INITIAL REPORT HAS VALUE NOT ONLY TO CITIZENS OF THAT STATE BUT ALSO TO ALL AMERICANS INTERESTED IN IMPROVING THE SCOPE, QUALITY, AND METHOD OF FINANCING PUBLIC DUCATION. SOME EDUCATIONAL PROBLEMS FACING NEW JERSEY WERE--(1) THE SCHOOLS HAD TO PROVIDE NOT ONLY FOR NORMAL POPULATION GROWTH BUT ALSO FOR IMMIGRATION, AND A BACKLOG OF UNFILLED NEEDS, (2) THE STATE RANKED LOWEST IN VOCATIONAL EDUCATION ENROLLMENT PER 1,000 POPULATION AMONG THE 50 STATES, (3) ONE OF EVERY SIX PUBLIC SCHOOL PUPILS ATTENDED SCHOOL IN THE SIX OLDER CITIES, (4) HIGH SCHOOL DROPOUTS ENCOUNTERED SEVERE HANDICAPS IN SECURING EMPLOYMENT, (5) ONE QUARTER OF A MILLION ADULTS WERE FUNCTIONAL ILLITERATES, AND (6) THE NEED EXISTED FOR 2-YEAR COLLEGES. THE EFFECTS OF AN OBSOLETE AND INADEQUATE PATTERN OF PUBLIC SCHOOL FINANCE INDICATED THAT THE RISING EDUCATIONAL COSTS FALL MORE ON REAL PROPERTY. NEW JERSEY IS IN A POSITION TO INCREASE ITS SUPPORT OF PUBLIC SCHOOLS AND BRING THEM INTO LINE WITH THE DEMANDS MADE UPON THEM, THEREBY ACHIEVING GREATER ECONOMIC GROWTH AND PRODUCTION IN A HIGHLY INDUSTRIALIZED AREA. THIS DOCUMENT IS AVAILABLE FOR 50 CENTS FROM NATIONAL COMMITTEE FOR SUPPORT OF THE PUBLIC SCHOOLS, 1424 SIXTEENTH STREET, N.W., WASHINGTON, D.C. 20036. (WB)

ED019500 VT005454
EDUCATION FOR A CHANGING WORLD OF WORK, REPORT OF THE PANEL OF CONSULTANTS IN VOCATIONAL EDUCATION. 64, 307P.

THE PANEL OF CONSULTANTS ON VOCATIONAL EDUCATION, APPOINTED IN OCTOBER 1961 TO REVIEW AND EVALUATE EXISTING NATIONAL VOCATIONAL EDUCATION LEGISLATION AND TO MAKE RECOMMENDATIONS FOR IMPROVING AND REDIRECTING VOCATIONAL EDUCATION, SUBMITTED THIS REPORT IN NOVEMBER 1962. A MAJOR CONCERN WAS TO STUDY THE STRENGTHS AND LIMITATIONS OF THE LOCAL-STATE-FEDERAL PROGRAMS, INCLUDING THE IMPLICATIONS OF AUTOMATION, TECHNOLOGICAL ADVANCE, POPULATION MOBILITY, DISCRIMINATION, URBANIZATION, AND PROGRAM ADMINISTRATION. MAJOR DIVISIONS OF THE REPORT ARE (1) REVIEW, (2) EVALUATION, (3) IMPROVEMENT AND REDIRECTION, AND (4) ROLE OF THE FEDERAL GOVERNMENT. THE PANEL'S GENERAL RECOMMENDATIONS WERE THAT VOCATIONAL EDUCATION MUST--(1) OFFER TRAINING OPPORTUNITIES TO THE 21 MILLION NONCOLLEGE GRADUATES WHO WILL ENTER THE LABOR MARKET IN THE 1960'S, (2) PROVIDE TRAINING OR RETRAINING FOR WORKERS WHOSE SKILLS AND TECHNICAL KNOWLEDGE MUST BE UPDATED AND WORKERS WHOSE JOBS WILL DISAPPEAR, (3) MEET THE CRITICAL NEED FOR HIGHLY SKILLED CRAFTSMEN AND TECHNICIANS, (4) EXPAND VOCATIONAL AND TECHNICAL TRAINING PROGRAMS CONSISTENT WITH EMPLOYMENT POSSIBILITIES AND NATIONAL ECONOMIC NEEDS, AND (5) MAKE EDUCATIONAL OPPORTUNITIES EQUALLY AVAILABLE TO ALL. RELATED DOCUMENTS ARE APPENDIX I, "TECHNICAL TRAINING IN THE UNITED STATES" (VT 005 456), APPENDIX II, "MANPOWER IN FARMING AND RELATED OCCUPATIONS" (VT 005 455), APPENDIX III (VT 001 306) WHICH CONTAINS FIVE POSITION PAPERS USED BY THE PANEL, AND A SUMMARY OF THE REPORT (VT 001 796). THIS DOCUMENT IS AVAILABLE AS FS5.280--80021 FOR $1.25 FROM SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C., 20402. (EM)

ED019501 VT005455
EDUCATION FOR A CHANGING WORLD OF WORK, REPORT OF THE PANEL OF CONSULTANTS ON VOCATIONAL EDUCATION. APPENDIX II, MANPOWER IN FARMING AND RELATED OCCUPATIONS. BISHOP, C.E.; TOLLEY, G.S., 63, 55P.

THE EFFECTS OF ECONOMIC PROGRESS ON THE STRUCTURE OF AGRICULTURE, THE AMOUNT AND QUALITY OF HUMAN RESOURCES EMPLOYED IN FARMING AND RELATED OCCUPATIONS, AND EDUCATIONAL IMPLICATIONS OF AGRICULTURAL CHANGES ARE REPORTED. MECHANICAL, BIOLOGICAL, AND CHEMICAL CHANGES IN AGRICULTURAL TECHNOLOGY, WHICH PROVIDED INCENTIVES TO INCREASE THE SIZE OF THE FARM FIRM AND TO DECREASE THE AMOUNT OF LABOR USED IN RELATION TO CAPITAL AND LAND IN FARM PRODUCTION, IMPROVED PRODUCTION FASTER THAN THE DEMAND FOR AGRICULTURAL PRODUCTS WHICH RESULTED IN DOWNWARD PRICE TRENDS. THE NUMBER OF FARMS DECREASED 36 PERCENT BETWEEN 1940 AND 1960. A LOW DEMAND FOR FARM LABOR IS REFLECTED BY A LOW HOURLY RETURN COMPARED WITH OTHER EMPLOYMENT. PROJECTIONS INDICATE THAT LESS THAN ONE-FOURTH OF THE FARM POPULATION WHO WERE BETWEEN 5 AND 14 YEARS OLD IN 1960 WOULD REMAIN IN THIS POPULATION IN 1980. MIGRATION FROM FARMS IS PROJECTED TO BE APPROXIMATELY 6.4 MILLION PERSONS IN THE 1960'S IF PRESENT EMPLOYMENT AND EARNINGS CONDITIONS REMAIN STABLE. ALTHOUGH AGRICULTURAL RELATED OCCUPATIONS IN SUPPLY, MARKETING, OR PROCESSING ESTABLISHMENTS HAVE PROVIDED EMPLOYMENT FOR SOME LABOR RELEASED FROM SOME EDUCATIONAL IMPLICATIONS ARE--(1) MORE HIGHLY TRAINED FARMERS WITH MANAGERIAL ABILITY ARE NEEDED, AND (2) AGRICULTURAL CURRICULUMS SHOULD REFLECT TECHNOLOGICAL AND OCCUPATIONAL CHANGES. THE COMPLETE REPORT IS AVAILABLE AS VT 005 454, A SUMMARY AS VT 001 796, AND OTHER APPENDIXES AS VT 001 306 AND VT 005 456. THIS DOCUMENT IS AVAILABLE FOR 35 CENTS FROM SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402. (EM)

ED019502 VT005456
EDUCATION FOR A CHANGING WORLD OF WORK, REPORT OF THE PANEL OF CONSULTANTS ON VOCATIONAL EDUCATION. APPENDIX I, TECHNICAL TRAINING IN THE UNITED STATES. 63, 184P.

THIS REPORT DEALS WITH TECHNICAL EDUCATION AND THE PART IT PLAYS IN PROVIDING TRAINED TECHNICIANS AND OTHER TECHNICAL WORKERS FOR AMERICAN INDUSTRY. RAPID TECHNOLOGICAL CHANGE IS INCREASING THE PROPORTION OF BOTH MALE AND FEMALE SEMIPROFESSIONAL TECHNICAL WORKERS IN INDUSTRY, AGRICULTURE, BUSINESS, MEDICINE, AND HEALTH. THE GEOGRAPHIC MOBILITY OF INDUSTRY HAS WIDENED THE DISTRIBUTION OF SUCH WORKERS AND THEREBY INCREASED THE DEMANDS ON TECHNICAL EDUCATION IN VARIOUS REGIONS. ALTHOUGH SOME PROJECTIONS INDICATED AN ANNUAL NEED FOR 67,800 TECHNICIANS BY 1970, ANOTHER BASED ON A 2 TO 1 RATIO BETWEEN TECHNICIANS AND ENGINEERS, INDICATED AN ANNUAL NEED FOR 200,000. THE PROJECTED POTENTIAL POST-SECONDARY TECHNICAL EDUCATION ENROLLMENT FOR 1970 IS 590,000 FULL-TIME STUDENTS. THE 140,000 NEW WORKERS NEEDED TO BE TRAINED ANNUALLY IN EDUCATIONAL INSTITUTIONS WILL REQUIRE AN ENROLLMENT OF SOME 390,000 FULL-TIME STUDENTS, WITH AN ENTERING GROUP EACH YEAR OF 240,000. PRESENT FULL-TIME TRAINING PROGRAM ENROLLMENTS ARE ESTIMATED TO BE 60,000 STUDENTS--FAR SHORT OF THE NEEDS. THE OVERALL COST OF A PROGRAM THAT WILL MEET THE NEEDS AS OUTLINED IN THIS REPORT WOULD AMOUNT TO ABOUT $1.5 BILLION DOLLARS FOR PLANT AND EQUIPMENT FOR FULL-TIME STUDENTS IN POST-SECONDARY INSTITUTIONS AND ABOUT $300 MILLION FOR ANNUAL OPERATING COSTS. EXTENSIVE CONCLUSIONS, RECOMMENDATIONS AND ISSUES ARE INCLUDED. THE

COMPLETE REPORT IS AVAILABLE AS VT 005 454, A SUMMARY AS VT 001 796, AND OTHER APPENDIXES AS VT 005 455 AND VT 001 306. THIS DOCUMENT IS AVAILABLE AS FS5.280--80022 FOR $1.25 FROM SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402. (EM)

ED019513 VT005552
SHARED-TIME (DUAL ENROLLMENT) CONCEPT FOR AREA VOCATIONAL EDUCATION PROGRAMS. FINAL REPORT. 67, 16P.

THE OBJECTIVES OF THE PROJECT WERE TO DETERMINE THE EXTENT AND NATURE OF SHARED-TIME VOCATIONAL EDUCATION PROGRAMS IN OPERATION THROUGHOUT THE UNITED STATES AND TO DEVELOP SOME ADMINISTRATIVE GUIDELINES FOR ESTABLISHING SUCH PROGRAMS. A QUESTIONNAIRE TO SECURE INFORMATION ABOUT ADMINISTRATIVE ORGANIZATIONS, NUMBER AND SIZE OF SCHOOLS PARTICIPATING, ENROLLMENT, TYPES OF SERVICES, WAYS OF INFORMING STUDENTS AND PARENTS ABOUT AVAILABLE COURSES, AND SOURCES OF FUNDS WAS SENT TO THE MORE THAN 140 SCHOOLS HAVING SHARED-TIME PROGRAMS IDENTIFIED BY STATE DIRECTORS OF VOCATIONAL EDUCATION. SOME FINDINGS FROM RESPONSES FROM 70 SCHOOLS WERE--(1) USUALLY THE FACILITIES WERE PROVIDED AT ONE CENTRAL SITE, (2) ABOUT 80 PERCENT OF THE SCHOOLS PROVIDED TRANSPORTATION FOR STUDENTS AND MORE THAN ONE-THIRD OF THE SCHOOLS REPORTED STUDENT TRAVEL OF 20 MILES OR MORE, (3) THE LARGEST NUMBER OF SCHOOLS WERE IN RURAL-URBAN AREAS OF NOT MORE THAN 25,000 POPULATION, (4) 50 PERCENT OF THE PROGRAMS WERE ADMINISTERED THROUGH A REGULAR HIGH SCHOOL DISTRICT AND 30 PERCENT THROUGH AN INTERMEDIATE OR COUNTY DISTRICT, AND (5) MORE THAN 60 PERCENT INDICATED THAT STUDENTS SPENT MORE THAN TWO PERIODS PER DAY, 5 DAYS PER WEEK IN THE CENTER. REPRESENTATIVES FROM 17 PUBLIC HIGH SCHOOLS, 11 INTERMEDIATE SCHOOL DISTRICTS, AND FIVE COMMUNITY COLLEGES, PARTICIPATING IN A WORKSHOP FOR PLANNING SHARED-TIME VOCATIONAL PROGRAMS, DEVELOPED A LIST OF SUGGESTED ACTIONS TO FACILITATE AREA PROGRAM DEVELOPMENT. THE SUGGESTIONS CONCERNED LEGAL, COMMUNITY, CURRICULAR, AND MANPOWER DEMAND CONSIDERATIONS. (MM)

ED019514 VT005569
DIRECTORY, PROGRAMS OF VOCATIONAL EDUCATION IN THE UNITED STATES. LITTLE, J. KENNETH; SOMERS, GERALD G., 66, 534P.

FEDERALLY REIMBURSED VOCATIONAL AND TECHNICAL EDUCATION PROGRAMS ARE REPORTED IN TABULAR FORM FOR ALL 50 STATES, GUAM, PUERTO RICO, AND THE VIRGIN ISLANDS. DATA WERE COLLECTED FOR THE 1965-66 SCHOOL YEAR FROM STATE DEPARTMENTS OF EDUCATION, SCHOOL DISTRICTS AND SYSTEMS, AND THE U.S. OFFICE OF EDUCATION. PART I LISTS PROGRAMS IN VOCATIONAL AGRICULTURE, DISTRIBUTIVE EDUCATION, HEALTH OCCUPATIONS, HOME ECONOMICS, OFFICE OCCUPATIONS, TRADE AND INDUSTRIAL, AND TECHNICAL EDUCATION BY TYPE AND LEVEL OF SCHOOL, SCHOOL LOCATION, AND FULL- AND PART-TIME ENROLLMENT. PART II LISTS THE COURSE OFFERED IN THESE PROGRAMS BY TYPE AND LEVEL OF SCHOOL. PART III GIVES A STATISTICAL SUMMARY OF THE SCHOOLS BY TYPE AND LEVEL IN EACH STATE WHICH OFFERS FULL-TIME REIMBURSED PROGRAMS. THE DATA COLLECTION INSTRUMENT AND 519 PAGES OF TABLES ARE INCLUDED. THIS DOCUMENT IS AVAILABLE FOR $7.50 FROM THE CENTER FOR STUDIES IN VOCATIONAL AND TECHNICAL EDUCATION, SOCIAL SCIENCE BUILDING, UNIVERSITY OF WISCONSIN, 1180 OBSERVATORY DRIVE, MADISON, WISCONSIN 53706. (EM)

ED019516 VT005598
AN ANALYSIS OF COST AND PERFORMANCE FACTORS IN THE OPERATION AND ADMINISTRATION OF VOCATIONAL PROGRAMS IN SECONDARY SCHOOLS. FINAL REPORT. ALTMAN, JAMES W.; DUEKER, RICHARD L., OCT67, 49P.

IN A STUDY TO IDENTIFY THE KINDS OF COST AND RELATED DATA THAT CAN BE OBTAINED TO AID PLANNING AND EVALUATING VOCATIONAL EDUCATION, THE ATTRITION OF THE SAMPLE OF 16 COMPREHENSIVE AND 16 VOCATIONAL SCHOOLS ASKED TO PARTICIPATE AND THE DATA COLLECTION PROBLEMS MADE THE AUTHORS SKEPTICAL OF ANY SUBSTANTIVE RESULTS. LIMITED DATA WERE COLLECTED FROM SCHOOLS BY MEANS OF QUESTIONNAIRES AND INTERVIEWS AND FROM EARLIER STUDIES. AN ORGANIZED BODY OF PERFORMANCE DATA WAS NOT AVAILABLE AT ANY OF THE SCHOOLS, AND AVAILABLE COST DATA DID NOT READILY LEND THEMSELVES TO MEANINGFUL ANALYSIS. FINDINGS, IF ACCEPTED AT FACE VALUE, SUGGESTED--(1) ACCORDING TO DATA REPORTED BY FIVE VOCATIONAL SCHOOLS AND FOUR COMPREHENSIVE SCHOOLS, THE GENERAL COST OF EDUCATION IN COMPREHENSIVE SCHOOLS WAS LOWER THAN IN VOCATIONAL SCHOOLS FOR 1961-62, BUT ROSE MUCH MORE RAPIDLY TO APPROXIMATE THE COST IN VOCATIONAL SCHOOLS BY 1965-66, AND (2) DATA FROM FOUR COMPREHENSIVE SCHOOLS SHOWED THAT THE COSTS OF ACADEMIC-GENERAL (NONVOCATIONAL) EDUCATION WERE HIGHER THAN FOR VOCATIONAL EDUCATION IN COMPREHENSIVE HIGH SCHOOLS FOR THE FISCAL YEARS, 1961-62, 1963-64, AND 1965-66. IT DID NOT APPEAR LIKELY THAT AVAILABLE COST OR PERFORMANCE DATA WOULD SERVE THE LONG-RANGE NEEDS OF EDUCATIONAL EVALUATION AND PLANNING. IT WAS RECOMMENDED THAT THE U.S. OFFICE OF EDUCATION UNDERTAKE A FEASIBILITY AND PRELIMINARY DESIGN STUDY FOR AN EVALUATION AND PLANNING INFORMATION SYSTEM WHICH WOULD ENCOMPASS ALL EDUCATION, NOT ONLY VOCATIONAL EDUCATION. (PS)

ED019524 VT005726
FORD FOUNDATION GRANTS IN VOCATIONAL EDUCATION. 67, 36P.

IN ASSISTING EFFORTS TOWARD QUALITY VOCATIONAL AND TECHNICAL EDUCATION, THE FORD FOUNDATION HAS MADE GRANTS TO EDUCATIONAL INSTITUTIONS AND RESEARCH ORGANIZATIONS WITH THE VIEW THAT VOCATIONAL EDUCATION IS AN INTEGRAL PART OF EDUCATION, PARTICULARLY AT ALL LEVELS OF SECONDARY AND POST-SECONDARY EDUCATION, AND THAT IMPROVEMENT OF VOCATIONAL AND TECHNICAL EDUCATION IS THE RESPONSIBILITY OF ALL EDUCATORS, ACADEMIC AND GENERAL AS WELL AS VOCATIONAL. DESCRIPTIONS OF PILOT PROGRAMS AND EXPERIMENTS INCLUDE (1) NINE IN CURRICULUM IMPROVEMENT, (2) FOUR IN RESEARCH, DEVELOPMENT, AND INFORMATION, (3) FOUR IN VOCATIONAL-TECHNICAL TEACHER TRAINING, AND (4) 13 IN COOPERATIVE WORK-STUDY EDUCATION. REPRESENTATIVE EXAMPLES INCLUDE--(1) A PROGRAM TO DETERMINE WHICH APPROACH IN VOCATIONAL EDUCATION WORKS BEST IN MOTIVATING RECENT DROPOUTS TO FINISH HIGH SCHOOL, (2) A PROGRAM TO DEVELOP TRULY COMPREHENSIVE SECONDARY SCHOOLS THAT OFFER VOCATIONAL AND TECHNICAL SUBJECTS AS ELECTIVES IN THE SAME WAY AS ACADEMIC SUBJECTS, (3) THE ESTABLISHMENT OF A CURRICULUM CENTER TO CONCENTRATE ON CONTINUING RESEARCH DESIGNED TO IMPROVE AND UPDATE ENGINEERING TECHNOLOGICAL EDUCATION, AND (4) A 4-YEAR PROGRAM DESIGNED TO PREPARE ACADEMIC AND TECHNICAL TEACHERS FOR 2-YEAR PROGRAMS AT JUNIOR COLLEGES, COMMUNITY COLLEGES, TECHNICAL INSTITUTES, AND SIMILAR INSTITUTIONS. THIS DOCUMENT IS AVAILABLE FROM FORD FOUNDATION, OFFICE OF REPORTS, 477 MADISON AVENUE, NEW YORK, NEW YORK 10022. (PS)

ED019527 AA000294
PREPARATION OF SPECIAL EDUCATION PERSONNEL, NEW DIRECTIONS AND OPPORTUNITIES. PROCEEDINGS OF A CONFERENCE ON THE EDUCATION PROFESSIONS DEVELOPMENT ACT AND ITS APPLICABILITY TO SPECIAL EDUCATION (1ST, WASHINGTON, D.C., JUNE 13-14, 1968). JUN68, 30P.

CONCERNED WITH THE NEED FOR AND PREPARATION OF PERSONNEL IN SPECIAL EDUCATION, THE CONFERENCE PROCEEDINGS FOCUS ON THE EDUCATION PROFESSIONS DEVELOPMENT ACT (EPDA, PUBLIC LAW 90-35) AND THE OPPORTUNITIES IT PROVIDES. JAMES J. GALLAGHER, ASSOCIATE COMMISSIONER, BUREAU OF EDUCATION FOR THE HANDICAPPED, DISCUSSES THE PROBLEMS TO BE MET IN "TRAINING PERSONNEL FOR SPECIAL EDUCATION." RUSSELL WOOD, DEPUTY ASSOCIATE COMMISSIONER, BUREAU OF EDUCATIONAL PERSONNEL DEVELOPMENT, DESCRIBES LEGISLATIVE PROVISIONS IN "EPDA--AN OVERVIEW." LEONARD LUCITO, DIRECTOR OF TRAINING PROGRAMS, BUREAU OF EDUCATION FOR THE HANDICAPPED, CONSIDERS THE RELATIONSHIP OF THE BUREAU TO THE EPDA IN "COORDINATION FOR EFFECTIVE PROGRAMMING." IN ADDITION, THE ORGANIZATION OF THE BUREAU OF EDUCATIONAL PERSONNEL DEVELOPMENT IS DESCRIBED, AND THE MAJOR PROVISIONS OF THE EPDA ARE OUTLINED. EPDA PRIORITY AREAS (AND THEIR RELATIONSHIP TO SPECIAL EDUCATION) EXPLORED ARE THE PREPARATION OF TEACHER AIDES AND AUXILIARY PERSONNEL, SPECIAL AND GENERAL EDUCATORS, AND PERSONNEL FOR DISADVANTAGED COMMUNITIES AND FOR PRESCHOOL PROGRAMS. INFORMATION ON THE POSSIBLE USES OF THE EPDA, A STATEMENT BY THE BUREAU OF EDUCATIONAL PERSONNEL DEVELOPMENT, AND A LIST OF CONFERENCE PARTICIPANTS ARE INCLUDED. (JD)

ED019574 AC002064
SHIFTING POLITICAL POWER IN THE UNITED STATES, IMPLICATIONS FOR EDUCATION IN AGRICULTURE. PAPER PRESENTED TO THE FEDERAL EXTENSION SERVICE ANNUAL STAFF CONFERENCE, JANUARY 10, 1967. JAN67, 15P.

THE RISE OF THE TWO PARTY SYSTEM IN THE SOUTH, REAPPORTIONMENT, AND POPULATION SHIFTS HAVE REMOVED THE SOUTH'S DOMINANCE IN AGRICULTURAL AFFAIRS AND INCREASED THE POWER OF THE LARGER COMMERCIALIZED FARMS OF THE WEST. EXTENSION PROGRAMS FOR THE RURAL POOR, WHO ARE LARGELY IN THE SOUTH, WILL FIND LITTLE SUPPORT FROM THE TRADITIONAL AGRICULTURAL POWER STRUCTURE EITHER IN CONGRESS OR AT THE STATE AND LOCAL LEVELS. SUPPORT MUST BE SOUGHT FROM POLITICAL POWER EMERGING IN MIDDLE CLASS SUBURBAN AREAS, AGRICULTURAL BUSINESS, UNIVERSITIES, AND THE PROFESSIONAL COMMUNITY. HOWEVER, THE OLD AGRICULTURAL INSTITUTIONS SEEKING SUPPORT ARE LOSING CONTACT WITH THE UNIVERSITIES BECAUSE THERE HAS BEEN A LACK OF COMMUNICATION BETWEEN THE AGRICULTURAL PART OF THE UNIVERSITIES AND THE UNIVERSITY PROFESSIONALS AND A LACK OF EXPLANATION OF THE IMPORTANCE OF APPLIED KNOWLEDGE ON THE ONE PART AND OF THE NATURE AND PURPOSES OF HIGHER EDUCATION ON THE OTHER. RESEARCHERS AND EDUCATORS WORKING ON AGRICULTURAL PROBLEMS WOULD DO WELL TO LOOK FOR POLITICAL SUPPORT FROM THE UNIVERSITIES AND THE PROFESSIONALS EVEN IF IT MEANS LESSER TIES WITH THE TRADITIONAL AGRICULTURAL POLITICAL FORCES. (PT)

ED019582 AC002214
DIFFERENCES IN PERCEPTION OF CITIZENS AND TEACHERS ABOUT EDUCATIONAL ISSUES. 60,
DOCUMENT NOT AVAILABLE FROM EDRS.

ALL PROFESSIONAL TEACHING PERSONNEL AND A RANDOM SAMPLE OF CITIZENS FROM AN EASTERN WISCONSIN SUBURB AND A NORTHWESTERN WISCONSIN RURAL COMMUNITY WERE SURVEYED BY AN 88 ITEM OPINION QUESTIONNAIRE TO COMPARE THE PERCEPTIONS OF TEACHERS AND CITIZENS IN REGARD

TO PROBLEMS AND ISSUES OF EDUCATIONAL VIEWPOINT, THE TASK OF THE SCHOOL, AND DIFFERENTIAL COMPENSATION FOR TEACHERS. THERE WERE NO SIGNIFICANT DIFFERENCES IN OVERALL PERCEPTIONS OF THESE PROBLEMS AND ISSUES BETWEEN THE GROUPS OF TEACHERS IN THE TWO COMMUNITIES. THE FOUR GROUPS OF TEACHERS AND CITIZENS DID NOT SHOW A SIGNIFICANT DEGREE OF CONSISTENCY IN PERCEIVING PROBLEMS OF EDUCATIONAL VIEWPOINT. ONLY IN THE SUBURBAN COMMUNITY DID CITIZENS AND TEACHERS DIFFER SIGNIFICANTLY AS TO THE TASK OF THE SCHOOL. ALTHOUGH NEITHER CITIZENS NOR TEACHERS FAVORED DIFFERENTIAL TEACHER SALARIES, NOR DIFFERED GREATLY IN PERCEPTIONS OF THE TEACHING PROCESS, THE TWO GROUPS DIFFERED SIGNIFICANTLY IN PERCEPTIONS OF GENERAL SALARY PROBLEMS. THIS PH.D. THESIS FROM THE UNIVERSITY OF WISCONSIN IS AVAILABLE FROM UNIVERSITY MICROFILMS, ANN ARBOR, MICHIGAN. L.C. CARD NO. MIC 60-5712. MICROFILM $2.50. XEROX $8.80. 191 PAGES. (AUTHOR/LY)

ED019684 CG001869
QUEST FOR COMPENSATORY EDUCATION IN THE STATE OF HAWAII. TANAKA, IRWIN I.; AND OTHERS. FEB68, 103P.

THE LEGISLATIVE DRIVE IN HAWAII TO PROVIDE EQUAL EDUCATIONAL OPPORTUNITIES PROVIDED THE IMPETUS FOR THIS STUDY. INCLUDED HERE ARE--(1) A PROBLEM STATEMENT AND DEFINITIONS, (2) THE STUDY'S APPROACH, (3) PROCEDURES AND LIMITATIONS, (4) METHODS AND CRITERIA FOR IDENTIFYING CULTURAL DEPRIVATION, AND (5) SELECTED REVIEWS OF THE CHARACTERISTICS OF EDUCATIONALLY DEPRIVED CHILDREN, COMPENSATORY EDUCATION ISSUES, HISTORICAL PERSPECTIVES, COMPENSATORY EDUCATION APPROACHES, EVALUATIVE COMMENTS, AND PROMISING PROPOSALS. THE INVENTORY OF COMPENSATORY EDUCATION PROGRAMS PRESENTS LEGAL PROVISIONS, PROGRAM ADMINISTRATION, TYPES OF ACTIVITIES, THE SERVICES AND FUNDING OF THE SPECIAL MOTIVATION PROGRAM, THE VOCATIONAL EDUCATION ACT OF 1963, THE ECONOMIC OPPORTUNITY ACT OF 1964, HAWAIIAN HOME LANDS ACT, THE ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965-TITLE I, THE DEMONSTRATION CITIES AND METROPOLITAN DEVELOPMENT ACT-TITLE I, AND THE PROGRESSIVE NEIGHBORHOODS PROGRAM. ANALYSES AND CONCLUSIONS AND THEIR IMPLICATIONS FOR ADMINISTRATION, PROGRAMS, AND FUNDING ARE SUMMARIZED. NEEDED ARE--(1) A SINGLE ADMINISTRATIVE STRUCTURE, (2) LONG-RANGE, INTERMEDIATE, AND SHORT-RANGE PLANS, (3) CLEAR RATIONALE DEVELOPMENT, (4) FUNDING PROCEDURES REVIEW, AND (5) TEACHER-TRAINING PROGRAMS. THIS DOCUMENT IS AVAILABLE FROM THE HAWAII STATE DEPT. OF EDUCATION, HONOLULU, HAWAII FOR $1.25. (WR)

ED019721 CG002197
ECONOMIC STATUS OF THE TEACHING PROFESSION, 1967-68. 68,
DOCUMENT NOT AVAILABLE FROM EDRS.

THE TABLES AND BRIEF DESCRIPTIVE TEST ARE DIVIDED INTO THREE MAJOR SECTIONS. THE FIRST PART CONCERNS TRENDS IN SALARIES PAID TO CLASSROOM TEACHERS AND OTHER INSTRUCTIONAL STAFF MEMBERS IN PUBLIC ELEMENTARY AND SECONDARY SCHOOLS, JUNIOR COLLEGES AND UNIVERSITIES, TOGETHER WITH INFORMATION ON SCHEDULED SALARIES AND SALARIES PAID THE INSTRUCTIONAL STAFF OF ELEMENTARY AND SECONDARY SCHOOLS. THE SECOND SECTION GIVES DATA ON TRENDS IN SALARIES PAID TEACHERS AND OTHER PROFESSIONAL EMPLOYEES IN PUBLIC SCHOOLS COMPARED WITH SALARIES PAID WORKERS IN COMPARABLE PROFESSIONS AND, IN A FEW CASES, WITH NONPROFESSIONAL WORKERS. COMPARATIVE DATA ARE VERY LIMITED IN QUANTITY, AND THE TABLES PRESENTED SHOW THE LATEST INFORMATION AVAILABLE. THE THIRD PART DEALS WITH TRENDS IN PRICES AND PRICE INDEXES AND WITH LATEST AVAILABLE DATA ON FAMILY BUDGETS AND COST OF LIVING. COPIES OF THIS DOCUMENT ARE AVAILABLE FROM THE PUBLICATIONS EDITOR, RESEARCH DIVISION, NATIONAL EDUCATION ASSN., 1201 SIXTEENTH ST. N.W., WASHINGTON, D.C. 20036 FOR $1.25 PER COPY. (AUTHOR)

ED019728 EA001312
THE PUPIL'S DAY IN COURT--REVIEW OF 1966. AN ANNUAL COMPILATION. SCHOOL LAW SERIES. SHAPIRO, FRIEDA S.; EVANS, JACK. 67, 62P.
HC NOT AVAILABLE FROM EDRS.

CASE DIGESTS OF 44 STATE AND 39 FEDERAL JUDICIAL DECISIONS DIRECTLY CONCERNING PUBLIC SCHOOL PUPILS AND STUDENTS IN PUBLIC SUPPORTED COLLEGES AND UNIVERSITIES ARE ARRANGED BY STATE AND CLASSIFIED UNDER SIX HEADINGS--(1) ADMISSION AND ATTENDANCE--8, (2) SCHOOL DESEGREGATION--30, (3) LIABILITY FOR PUPIL INJURY--20, (4) RELIGION AND SECTARIAN EDUCATION--8, (5) TRANSPORTATION--5, AND (6) MISCELLANEOUS--12. AN INTRODUCTORY COMMENT BRIEFLY SUMMARIZES CASES UNDER EACH OF THE HEADINGS AND POINTS OUT THAT DECISIONS REPORTED INCLUDE LITIGATION FROM 32 STATES. ALL BUT ONE OF THE 30 DECISIONS CONCERNED WITH SCHOOL DESEGREGATION CAME FROM FEDERAL COURTS. SCHOOL DESEGREGATION OPINIONS WERE CONCERNED WITH PUBLIC SCHOOL SYSTEMS IN 11 STATES, WITH COURT DECISIONS CONSISTENTLY UPHOLDING DESEGREGATION AND APPROVING EFFORTS TO END DE FACTO SEGREGATION. EA 001 331 IS A RELATED DOCUMENT. THIS DOCUMENT IS AVAILABLE AS STOCK NUMBER 435-13316 FROM THE PUBLICATIONS EDITOR, RESEARCH DIVISION, NATIONAL EDUCATION ASSOCIATION, 1201 SIXTEENTH STREET, N.W., WASHINGTON, D.C. 20036 FOR $1.25. (JK)

ED019730 EA001314
EMPLOYER-EMPLOYEE RELATIONS IN THE PUBLIC SCHOOLS. JAN67, 146P.

THIS VOLUME CONTAINS PAPERS PRESENTED AT THE CONFERENCE ON EMPLOYEE RELATIONS IN THE PUBLIC SCHOOLS, HELD JULY 14-15, 1966, AT CORNELL UNIVERSITY UNDER THE AUSPICES OF THE NEW YORK STATE SCHOOL OF INDUSTRIAL AND LABOR RELATIONS AND THE NEW YORK STATE EDUCATION DEPARTMENT. THE PURPOSE OF THE CONFERENCE WAS THREEFOLD--(1) TO PROVIDE A FORUM WHERE TEACHERS IN THE FIELD OF PUBLIC EDUCATION IN NEW YORK STATE COULD EXPLORE TOGETHER THE PROBLEMS AND OPPORTUNITIES WHICH THE RECENT LEGISLATIVE FAILURES DEVELOPED, (2) TO MAKE RECOMMENDATIONS FOR A STATUTE AND A SET OF PROCEDURES THAT WOULD SERVE TO PROTECT THE EMPLOYEE RIGHTS OF TEACHERS AND CONTRIBUTE TO THE QUALITY OF THE EDUCATIONAL ENTERPRISE, AND (3) TO BRING TOGETHER SOME OF THE LEADING SPOKESMEN IN THE AREA TO SHARE THEIR THOUGHTS WITH A LARGER AUDIENCE OF EDUCATIONAL PRACTITIONERS. THE THREE MAJOR AREAS IN WHICH THE PAPERS WERE WRITTEN INCLUDE--(1) ASPIRATIONS OF TEACHERS AND CONCERNS OF SCHOOL BOARDS AND ADMINISTRATORS, (2) APPROPRIATE LEGISLATION COVERING THE EMPLOYMENT RELATIONSHIP IN PUBLIC SCHOOLS, AND (3) THE RESOLUTION OF IMPASSES IN TEACHER NEGOTIATIONS. THIS DOCUMENT CONTAINS PAPERS PRESENTED AT THE CONFERENCE ON EMPLOYEE RELATIONS IN THE PUBLIC SCHOOL (ITHACA, NEW YORK, JULY 14-15, 1966) AND IS ALSO AVAILABLE FROM DISTRIBUTION CENTER, NEW YORK STATE SCHOOL OF INDUSTRIAL AND LABOR RELATIONS, CORNELL UNIVERSITY, ITHACA, NEW YORK 14850, SINGLE COPIES FREE TO NEW YORK STATE RESIDENTS, ADDITIONAL COPIES AND OUT-OF-STATE ORDERS $1.00. (HW)

ED019734 EA001319
THE CHANGING EMPLOYMENT RELATIONSHIP IN PUBLIC SCHOOLS--IMPLICATIONS FOR QUALITY EDUCATION. DOHERTY, ROBERT E.; AND OTHERS. NOV66, 50P.

THIS DOCUMENT CONTAINS SIX PAPERS PRESENTED AT A CONFERENCE HELD MAY 12-13, 1966, AT THE ROOSEVELT HOTEL IN NEW YORK CITY UNDER THE AUSPICES OF THE NEW YORK STATE SCHOOL OF INDUSTRIAL AND LABOR RELATIONS AND THE SCHOOL OF EDUCATION AT CORNELL. THE PAPERS, REFLECTING SOME ASPECT OF THE CONFERENCE THEME, "THE CHANGING EMPLOYMENT RELATIONSHIP IN PUBLIC SCHOOLS," INCLUDE--(1) CHARLES S. BENSON, "ECONOMIC PROBLEMS OF EDUCATION ASSOCIATED WITH COLLECTIVE NEGOTIATIONS," (2) CHARLES COGEN, "CHANGING PATTERNS OF EMPLOYMENT RELATIONS," (3) ALLAN M. WEST, "A CHANGE IN EMPLOYMENT RELATIONSHIPS IN PUBLIC SCHOOLS--IMPLICATIONS FOR QUALITY EDUCATION," (4) MORRIS E. LASKER, "THE INFLUENCE OF TEACHER COLLECTIVE BARGAINING ON THE QUALITY OF EDUCATION--OBSERVATIONS OF A BOARD NEGOTIATOR," (5) JOAN R. EGNER, "MAJOR THEMES--POINTS OF AGREEMENT AND DISAGREEMENT," AND (6) WILLIAM T. LOWE, "QUESTIONS FOR FURTHER STUDY." THIS DOCUMENT CONTAINS PAPERS PRESENTED AT THE CONFERENCE ON THE CHANGING EMPLOYMENT RELATIONSHIP IN PUBLIC SCHOOLS (NEW YORK, MAY 12-13, 1966) AND IS ALSO AVAILABLE FROM DISTRIBUTION CENTER, NEW YORK STATE SCHOOL OF INDUSTRIAL AND LABOR RELATIONS, CORNELL UNIVERSITY, ITHACA, NEW YORK 14850, SINGLE COPIES FREE TO NEW YORK STATE RESIDENTS, ADDITIONAL COPIES AND OUT-OF-STATE ORDERS $0.50. (HW)

ED019738 EA001323
ANNUAL VOLUME OF PROCEEDINGS, ADDRESSES, AND RESEARCH PAPERS OF THE ANNUAL MEETING AND EDUCATIONAL EXHIBIT OF THE ASSOCIATION OF SCHOOL BUSINESS OFFICIALS OF THE UNITED STATES AND CANADA (53D, MIAMI BEACH, FLORIDA, OCTOBER 14-19, 1967). 68,
DOCUMENT NOT AVAILABLE FROM EDRS.

A VERBATIM REPORTING OF PRESENTATIONS MADE AT THE 53D ANNUAL MEETING OF THE ASSOCIATION OF SCHOOL BUSINESS OFFICIALS OF THE UNITED STATES AND CANADA, HELD IN MIAMI BEACH, FLORIDA, OCTOBER 14-19, 1967, INCLUDES THE KEYNOTE ADDRESS BY THE HONORABLE BARRY G. LOWES, CHAIRMAN OF THE METROPOLITAN TORONTO BOARD OF EDUCATION, ON PURPOSES, PROBLEMS, AND PROPOSALS FOR EFFECTIVE EDUCATION. OTHER MEETING ADDRESSES ARE ALSO INCLUDED, AS ARE REPORTS OF FORUMS AND PANEL DISCUSSIONS DEALING WITH DIFFICULTIES FACED BY SCHOOL BUSINESS OFFICIALS. NINETEEN SECTION MEETINGS WERE ADDRESSED BY LEADERS REPRESENTING BUSINESS AND EDUCATION. PAPERS READ ARE REPORTED UNDER SECTION HEADINGS AS FOLLOWS--GENERAL OBLIGATION SCHOOL BONDS, PERSONNEL MANAGEMENT, PROFESSIONALIZATION, PROGRAM BUDGETING, SCHOOLHOUSE PLANNING AND CONSTRUCTION, PRIVATE SCHOOL MANAGEMENT, ACCOUNTING AND FINANCE, JUNIOR COLLEGE BUSINESS MANAGEMENT, BUILDING MAINTENANCE AND OPERATIONS, MANAGEMENT TECHNIQUES AND DEVELOPMENT, OFFICE MANAGEMENT, PURCHASING AND SUPPLY MANAGEMENT, UNIVERSITY TRAINING OF SCHOOL BUSINESS OFFICIALS, DATA PROCESSING, INSURANCE MANAGEMENT, LEGAL BASIS FOR A PRESERVICE TRAINING PROGRAM, PRODUCT INFORMATION, SCHOOL FOODS SERVICE MANAGEMENT, AND TRANSPORTATION. ARTICLES AND BY-LAWS OF THE ASSOCIATION AND ITS RESEARCH CORPORATION ARE APPENDED. THIS DOCUMENT IS AVAILABLE FROM THE OFFICE OF THE EXECUTIVE SECRETARY, ASSOCIATION OF SCHOOL BUSINESS OFFICIALS OF THE UNITED STATES AND CANADA, 2424 WEST LAWRENCE AVENUE, CHICAGO, ILLINOIS 60625, 440 PAGES, $5.00. (JK)

ED019740 EA001325
ADMINISTRATION OF PUBLIC LAWS 874 AND 815. ANNUAL REPORT (16TH) OF THE COMMISSIONER OF EDUCATION, JUNE 30, 1966. 67, 210P.
HC NOT AVAILABLE FROM EDRS.

SIGNIFICANT PROGRAM OPERATIONS DATA ARE SUMMARIZED FOR PUBLIC LAWS 874 AND 815, AUTHORIZING RESPECTIVELY, FEDERAL PAYMENTS TO LOCAL EDUCATIONAL AGENCIES IN FEDERALLY AFFECTED AREAS FOR CURRENT OPERATING EXPENSES OF SCHOOLS AND FOR CONSTRUCTION OF SCHOOL FACILITIES. BRIEF REVIEWS GIVE PROVISIONS OF THE AUTHORIZING LEGISLATION, ADMINISTRATIVE ACTIVITIES

AND PROCEDURES REQUIRED IN IMPLEMENTING THE LEGISLATION, AND TRENDS AND ACCOMPLISHMENTS DURING THE YEAR. CHANGES IN LEGISLATION, NEW DEVELOPMENTS, AND MAJOR PROBLEMS ARISING DURING THE YEAR ARE ALSO DISCUSSED. A REVIEW OF THE 15 YEARS OF OPERATION SHOWS A STEADY GROWTH IN THE PROGRAM AUTHORIZED BY P.L. 874, AND AFTER THE FIRST THREE OR FOUR YEARS, A LEVELING OUT AND GRADUAL TAPERING OFF OF THE SCHOOL CONSTRUCTION PROGRAM AUTHORIZED BY P.L. 815. INCLUDED IN THE REPORT IS A DESCRIPTIVE OUTLINE OF PROVISIONS AND APPROPRIATIONS MADE UNDER THE FIRST YEAR'S OPERATION OF PUBLIC LAW 89-313, AUTHORIZING FEDERAL DISASTER AID FOR SCHOOLS. TABLES AND ACCOMPANYING CHARTS INDICATE AGGREGATE NUMBER OF APPLICANTS AND PROJECTS AND GIVE AN EXTENSIVE BREAKDOWN BY STATES, COUNTIES, AND LOCAL SCHOOL DISTRICT RECORDS DATA WITH RESPECT TO NET ENTITLEMENT, CURRENT EXPENDITURES, APPROPRIATIONS, AND FEDERAL FUNDS RESERVED FOR CONSTRUCTION OF SCHOOL FACILITIES. THIS DOCUMENT IS ALSO AVAILABLE AS CATALOG NO. FS.5.222--22003-66 FROM THE SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402, FOR $1.50. (JK)

ED019741 EA001328
A POSSIBLE BREAKTHROUGH IN THE FINANCING OF PUBLIC EDUCATION. 20NOV67, 14P.

A NEW BASIC CONCEPT IN FINANCING EDUCATIONAL SERVICES IS THE CHANGE FROM VIEWING SCHOOLS AS "STANDARDIZED-OPPORTUNITY-SYSTEMS" TO SEEING THEM AS "DIFFERENTIATED-OUTPUT-ACCOUNTABILITY-SYSTEMS." THE ACCOUNTABILITY SYSTEM OF FINANCE, REQUIRING A SUPPLY OF ANALYTICAL STUDIES TO GUIDE DECISIONMAKERS, WOULD HAVE THREE MAIN COMPONENTS--(1) STATE GOVERNMENTS SHOULD SET MINIMUM STANDARDS OF STUDENT ACHIEVEMENT IN BASIC SUBJECTS AND COMPUTE EACH DISTRICT'S COSTS FOR PROGRAMS THAT WOULD ALLOW STUDENTS TO MEET OR SURPASS THE STANDARDS, (2) STATE GOVERNMENTS SHOULD ESTABLISH AN "EDUCATIONAL IMPROVEMENT FUND" TO STIMULATE ADVANCES IN SCHOOL PERFORMANCE, AND (3) LOCAL INITIATIVE SHOULD BE ENCOURAGED TO FUNCTION ON TOP OF THESE TWO STATE PROGRAMS. LOCAL INITIATIVE COULD BE EXERCISED BY MEANS OF A SUPPLEMENT TO A STATE INCOME TAX, WHICH SHOULD BE MATCHED BY THE STATE GOVERNMENT UNDER A "PERCENTAGE-EQUALIZING" SUBVENTION. FINALLY, FOUR ADDITIONAL STEPS SHOULD BE TAKEN IN THE FORM OF THE FOLLOWING CONTRACTUAL ARRANGEMENTS--(1) STATE CONTRACTS WITH PRIVATE FIRMS TO UPGRADE LOW-PERFORMANCE SCHOOLS, (2) LOCAL DISTRICT CONTRACTS WITH STATES TO SUPPORT A DEFINED SET OF IMPROVEMENT GOALS WITHIN ITS BORDERS, (3) UNIVERSITY ADDITION OF 35-40 PERCENT OVERHEAD IN GOVERNMENT CONTRACT ARRANGEMENTS, AND (4) STATE GOVERNMENT CONTRACTS ISSUED TO LOCAL DISTRICTS TO MEET THE FULL COSTS OF TEACHER DEVELOPMENT PROGRAMS. THIS PAPER WAS PRESENTED AT THE SYMPOSIUM ON OPERATIONS ANALYSIS OF EDUCATION (WASHINGTON, D.C., NOVEMBER 19-22, 1967). (HW)

ED019744 EA001331
THE TEACHER'S DAY IN COURT--REVIEW OF 1966. AN ANNUAL COMPILATION. SCHOOL LAW SERIES. SHAPIRO, FRIEDA S.; EVANS, JACK, 67, 61P.

HC NOT AVAILABLE FROM EDRS.

CASE DIGESTS OF 70 STATE AND 13 FEDERAL JUDICIAL DECISIONS OF PARTICULAR INTEREST TO TEACHERS AND OTHER PROFESSIONAL SCHOOL PERSONNEL IN PUBLIC SCHOOLS AND COLLEGES ARE ARRANGED BY STATE AND CLASSIFIED UNDER 11 HEADINGS--(1) CERTIFICATION AND ELIGIBILITY--7, (2) SALARIES--9, (3) CONTRACTS--16, (4) TENURE--23, (5) SCHOOL DESEGREGATION--3, (6) CIVIL RIGHTS--6, (7) LOYALTY--2, (8) LIABILITY FOR PUPIL INJURY--4, (9) RETIREMENT--7, (10) WORKMEN'S COMPENSATION--6, AND MISCELLANEOUS--15. FIFTEEN OF THE CASES ARE REPORTED UNDER MORE THAN ONE HEADING. AN INTRODUCTORY COMMENT SUMMARIZES CASES UNDER EACH OF THE HEADINGS AND POINTS OUT THAT DECISIONS REPORTED INCLUDE LITIGATION FROM 31 STATES. FIVE STATES ACCOUNT FOR HALF OF THE DECISIONS RECORDED--ARIZONA (5), CALIFORNIA (7), FLORIDA (5), KENTUCKY (4), AND NEW YORK (21). ISSUES RELATING TO TEACHER TENURE ARE MOST NUMEROUS, WITH 20 NEW CASES APPEARING DURING 1966. EA 001 312 IS A RELATED DOCUMENT. THIS DOCUMENT IS AVAILABLE AS STOCK NO. 435-13314 FROM THE PUBLICATIONS EDITOR, RESEARCH DIVISION, NATIONAL EDUCATION ASSOCIATION, 1201 SIXTEENTH STREET, N.W., WASHINGTON, D.C. 20036, FOR $1.25. (JK)

ED019748 EA001343
A NEW TENURE ACT. MIMEOGRAPH MONOGRAPH SERIES. 66, 22P.

THIS DOCUMENT CONTAINS A PROPOSAL FOR A NEW TENURE ACT FOR TEACHERS. SEVEN UNIQUE FEATURES OF THE ACT ARE NOTED--(1) IT COVERS EVERYONE EXCEPT THE ASSISTANT SUPERINTENDENT AND THE SUPERINTENDENT, (2) PROBATION IS LIMITED TO TWO NORMAL SCHOOL YEARS, (3) EACH PROBATIONARY EMPLOYEE IS TO RECEIVE REGULAR EVALUATION REPORTS AND IS TO HAVE A CHANCE TO RESPOND IN WRITING, (4) A PROBATIONARY EMPLOYEE MAY TAKE THE SCHOOL BOARD TO COURT FOR WHAT HE BELIEVES TO BE AN ARBITRARY OR CAPRICIOUS FIRING, (5) A TENURED EMPLOYEE DOES NOT HAVE TO GO THROUGH THE MOCKERY OF A SCHOOL BOARD HEARING, BUT CAN RECEIVE A HEARING BEFORE A TRIPARTITE ARBITRATION BOARD, (6) SUCH AN ARBITRATION BOARD MUST HOLD A HEARING WITHIN 15 DAYS AFTER THE EMPLOYEE CONTESTS HIS DISMISSAL, AND (7) STAFF REDUCTIONS DUE TO A DECREASE IN PUPIL ENROLLMENT ARE TO BE BASED ON SENIORITY. THE FORM OF THIS NEW TENURE LAW PROPOSAL CONFORMS LARGELY TO THE UNIFORM COMMERCIAL CODE. THIS DOCUMENT IS ALSO AVAILABLE AS ITEM NUMBER M-1 FROM THE NATIONAL OFFICE OF THE AMERICAN FEDERATION OF TEACHERS, AFL-CIO, 1012 14TH STREET, N.W., WASHINGTON, D.C. 20005, FOR $0.35. (HW)

ED019750 EA001345
IMPROVING INSTRUCTION IN THE PUBLIC SCHOOLS THROUGH TITLE III OF THE NDEA. 66, 107P.

HC NOT AVAILABLE FROM EDRS.

THIS REPORT COVERS THE ACTIVITIES WHICH OCCURRED DURING FISCAL YEAR 1964, UNDER THE AUTHORITY OF TITLE III OF THE NATIONAL DEFENSE EDUCATION ACT. IT REPORTS THE MAJOR FEDERAL-STATE-LOCAL JOINT EFFORTS TO IMPROVE INSTRUCTION IN THE PUBLIC ELEMENTARY AND SECONDARY SCHOOLS THROUGH THE DEVELOPMENT OF PROFESSIONAL LEADERSHIP AT THE STATE LEVEL AND THE ACQUISITION OF TEACHING MATERIALS AND EQUIPMENT AT THE LOCAL LEVEL WITH THE HELP OF FEDERAL FUNDS. QUESTIONS OF HOW THE TITLE III FUNDS WERE EXPENDED IN FISCAL YEAR 1964 AND HOW THAT EXPENDITURE AFFECTED INSTRUCTION IN CRITICAL SUBJECT AREAS ARE ANSWERED. THE REPORT ALSO DESCRIBES THE GROWING BODY OF FISCAL, ADMINISTRATIVE, AND INSTRUCTIONAL PROCEDURES WHICH HAVE BEEN DEVELOPED IN THE STATES TO STRENGTHEN THEIR PROFESSIONAL LEADERSHIP AND TO IMPROVE INSTRUCTION AT ALL LEVELS THROUGH THE USE OF TITLE III AUTHORITY AND FUNDS. IN ALL CASES THE PROCEDURES ARE ILLUSTRATED BY EXAMPLES TAKEN DIRECTLY FROM THE ANNUAL NARRATIVE REPORT WHICH EACH STATE MAKES OF ITS TITLE III PROGRAM. AN APPENDIX CONTAINS FINANCIAL AND STATISTICAL DATA ON THE 50 STATES, THE DISTRICT OF COLUMBIA, THE CANAL ZONE, GUAM, PUERTO RICO, AND THE VIRGIN ISLANDS. THIS DOCUMENT IS ALSO AVAILABLE AS CATALOG NO. FS 5.229--29065 FROM THE SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402, FOR $0.55. (HW)

ED019754 EA001349
ANALYSIS OF SELECTED FACTORS RELATIVE TO AUTOMATED SCHOOL SCHEDULING PROCESSES. CHAFFEE, LEONARD M.; HELLER, ROBERT W., JUN67, 38P.

PROJECT PASS (PROJECT IN AUTOMATED SCHOOL SCHEDULING) WAS SPONSORED IN 1965 BY THE WESTERN NEW YORK SCHOOL STUDY COUNCIL TO PROVIDE IN-SERVICE EDUCATION FOR SCHOOL PERSONNEL CONTEMPLATING THE USE OF AUTOMATED APPROACHES TO SCHOOL SCHEDULING. TWO TECHNIQUES WERE UTILIZED--CLASS LOADING AND STUDENT SELECTION (CLASS), AND GENERAL ACADEMIC SIMULATION PROGRAM (GASP). TWO PILOT SCHOOLS FROM NEW YORK, EACH USING BOTH TECHNIQUES, WERE SCHEDULED WITH BOTH PROCESSES. THE PROJECT YIELDED TWO SETS OF DATA TO PROVIDE PARTIAL ANSWERS TO THE FOLLOWING PROBLEMS--(1) THE COSTS INVOLVED IN SCHEDULING BY GASP AND CLASS IN EACH SCHOOL, (2) THE PERSONNEL COMMITMENT REQUIRED FOR THE TWO TECHNIQUES IN EACH SCHOOL, (3) THE SPECIAL COMPETENCIES REQUIRED OF PERSONNEL TO COLLECT AND PREPARE DATA FOR USE IN THE TWO TECHNIQUES, (4) THE ALTERATIONS IN THE SCHEDULING PROCEDURE NECESSARY WHEN CHANGING FROM CLASS TO GASP, AND (5) THE RELATIVE EFFICIENCY OF THE GASP-GENERATED MASTER SCHEDULE WHEN COMPARED TO THE CONVENTIONAL HAND-DEVELOPED SCHEDULE. THE ANALYSIS OF THE DATA SHOWED THAT CLASS AND GASP COULD NOT BE COMPARED IN TERMS OF THEIR ULTIMATE OBJECTIVES BECAUSE CLASS IS A "SECTIONING" TECHNIQUE, WHILE GASP DEVELOPS A MASTER SCHEDULE. THE PRINCIPAL CONCLUSIONS OF THE ANALYSIS ARE OFFERED AS AN AID TO THOSE SCHOOLS CONTEMPLATING AN IN-SERVICE PROGRAM IN AUTOMATED SCHEDULING. (HW)

ED019756 EA001351
REASSESSMENT OF THE SCHOOL LOCATION PROBLEM--A MULTI-FUNCTIONAL ROLE FOR THE SCHOOL IN THE URBAN ENVIRONMENT. 1FEB68, 8P.

RISING PRESSURES OF COMPETITION FOR LAND IN URBAN AREAS SUGGEST THE NEED FOR NOVEL APPROACHES TO PLANNING PUBLIC LAND USE FOR FOSTERING HIGHER LEVELS OF LIVING DESIRABILITY OF THE URBAN ENVIRONMENT. EMPIRICAL INVESTIGATIONS IN BOTH ECONOMIC AND NON-ECONOMIC DISCIPLINES SERVE AS THE BASIS FOR A BROADER CONCEPT OF THE URBAN SCHOOL LOCATION PROBLEM. TO THE EXTENT THAT THE FUNCTIONAL PRODUCTION POTENTIAL OF THE SCHOOL FACILITY CAN BE EXPANDED THROUGH USES AND SERVICES OTHER THAN EDUCATION, SCHOOL SITE DECISION CAN BE INTEGRATED WITH THE MORE GENERAL PROBLEM OF URBAN PLANNING AND CAN RAISE THE EXPECTED RATE OF SOCIAL AND ECONOMIC RETURNS ON A NECESSARY SOCIAL INVESTMENT. THIS PAPER WAS PRESENTED AT THE WESTERN REGIONAL SCIENCE ASSOCIATION MEETINGS (SAN DIEGO, CALIFORNIA, FEBRUARY 1-4, 1968). (AUTHOR/JK)

ED019757 EA001352
PLANNING EDUCATION TODAY FOR TOMORROW. 66,
DOCUMENT NOT AVAILABLE FROM EDRS.

IN THREE AREAS OF RESPONSIBILITY--POLICY CONSIDERATION, PROGRAM FORMULATION, AND PROGRAM ADMINISTRATION--EDUCATIONAL PLANNERS ARE RELATIVELY UNPREPARED TO MAKE DECISIONS AFFECTING URBAN EDUCATION IN BOTH THE IMMEDIATE AND THE DISTANT FUTURE. THESE THREE FUNDAMENTAL RESPONSIBILITIES INVOLVE IDENTIFYING EDUCATIONAL OBJECTIVES, OPPORTUNITIES, AND PROBLEMS AND SOLUTIONS, FORMULATING EDUCATIONAL PROGRAMS TO MEET THE NEEDS THAT HAVE BEEN RECOGNIZED, AND EFFECTIVELY ADMINISTERING THE RESULTANT PROGRAMS. THE ESTABLISHMENT OF A METROPOLITAN EDUCATION OUTLOOK STATION IS PROPOSED AS AN INTER-INSTITUTIONAL PLANNING CENTER TO OFFER LOCAL UNITS UNIFIED INFORMATION AND A COMMON SOURCE OF EXPERT ADVICE. VARIOUS WAYS TO PLAN AND UTILIZE SUCH A FACILITY ARE OUTLINED, INCLUDING SIMULATION TECHNIQUES, BENEFIT-COST ANALYSIS, AND PROGRAM BUDGETING. POTENTIAL PROBLEMS WHICH SUCH A FACILITY COULD HELP TO SOLVE INCLUDE TIME-ENERGY EXPENDITURE FOR THE INCREASING PROPORTION OF OLDER ADULTS, POOR UTILIZATION OF INTELLECTUAL TALENT, THE BEST USE OF COMPUTERIZED INFORMATION SYSTEMS, AND VOCATIONAL TRAINING FOR THE TECHNOLOGICALLY DISPLACED WORKER. THIS ARTICLE APPEARED IN "URBAN AFFAIRS QUARTERLY," VOLUME II, NUMBER 1, SEPTEMBER, 1966. (JK)

ED019758 EA001356
REGULATIONS PURSUANT TO TITLES I, II, AND III OF THE ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965. HOWE, HAROLD, II; GARDNER, JOHN W., 9FEB67, 23P.

IN ADDITION TO DEFINITIONS, SPECIFIC PROVISIONS ARE GIVEN FOR THREE REVISED SECTIONS OF TITLE 45 OF THE CODE OF FEDERAL REGULATIONS CONCERNING TITLES I, II, AND III OF THE ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965. PART 116, "FINANCIAL ASSISTANCE TO MEET THE SPECIAL EDUCATIONAL NEEDS OF EDUCATIONALLY DEPRIVED CHILDREN," INCLUDES ELIGIBILITY FOR AND AMOUNT OF GRANTS AND PAYMENTS, PROJECT APPLICATIONS, DUTIES AND FUNCTIONS OF STATE EDUCATIONAL AGENCIES, AND PAYMENTS. PART 117, "FINANCIAL ASSISTANCE FOR SCHOOL LIBRARY RESOURCES, TEXTBOOKS, AND OTHER INSTRUCTIONAL MATERIALS," INCLUDES STATE OR DEPARTMENT PLAN, AVAILABILITY OF TITLE II FUNDS, FISCAL PROCEDURES, STATE ADMINISTRATION, AND PAYMENT PROCEDURES. PART 118, "SUPPLEMENTARY EDUCATIONAL CENTERS AND SERVICES," INCLUDES PROJECT PROPOSALS, APPROVAL OF PROJECT PROPOSALS, FEDERAL FINANCIAL PARTICIPATION AND PAYMENT PROCEDURES, EQUIPMENT AND CONSTRUCTION, AND REVIEW PROVISIONS. THIS DOCUMENT APPEARS IN THE "FEDERAL REGISTER," VOLUME 32, NUMBER 27, PART II, FEBRUARY 9, 1967. (JK)

ED019760 EA001366
SURVEY OF TEACHERS' SALARIES IN U.S. PUBLIC SCHOOL SYSTEMS. JAN68, 92P.

THIS 19TH ANNUAL SALARY SURVEY OF THE AMERICAN FEDERATION OF TEACHERS (AFT) LISTS TEACHERS' SALARIES AND BENEFITS PAID BY OVER 600 SCHOOL DISTRICTS IN ALL 50 STATES AND IN THE 50 LARGEST CITIES DURING 1967-68. THE SIZE OF EACH DISTRICT, SALARY BY EDUCATIONAL BACKGROUND, INSURANCE PAID BY EACH DISTRICT, AND THE NUMBER OF STEPS BETWEEN MINIMUM AND MAXIMUM SALARIES IN EACH CLASSIFICATION ARE INCLUDED. IN ADDITION, THERE IS A COMPARISON OF 1966-67 AND 1967-68 SALARY FIGURES IN DISTRICTS WHERE THE AFT HAS BEEN THE BARGAINING AGENT FOR AT LEAST ONE YEAR AND A COMPARISON OF THE FOUR LARGEST AFT CITIES WITH THE FOUR LARGEST NATIONAL EDUCATION ASSOCIATION CITIES. THIS DOCUMENT IS ALSO AVAILABLE FROM THE ORDER DEPARTMENT, THE AMERICAN FEDERATION OF TEACHERS, AFL-CIO, 1012 14TH STREET, N.W., WASHINGTON, D. C. 20005, $1.50 FOR NONMEMBERS, $0.35 FOR MEMBERS. (TT)

ED019800 EC002341
THE GIFTED CHILD IN CONNECTICUT, A SURVEY OF PROGRAMS. RENZULLI, JOSEPH S.; VASSAR, WILLIAM G., 67, 28P.

TO DETERMINE THE EXTENT AND NATURE OF SPECIAL PROVISIONS FOR ELEMENTARY AND SECONDARY GIFTED STUDENTS THROUGHOUT THE STATE OF CONNECTICUT, A QUESTIONNAIRE WAS SENT TO EACH SUPERINTENDENT OF SCHOOLS IN NOVEMBER 1966. AREAS OF STUDY INCLUDED THE EXISTENCE OF PROGRAMS, IDENTIFICATION CRITERIA AND PROCEDURES, TEACHER SELECTION CRITERIA, AND INSERVICE TRAINING FOR TEACHERS AND OTHERS RESPONSIBLE FOR THE PROGRAMS. CONCLUSIONS DRAWN FROM THE RESULTS INDICATE THAT (1) OF THE RESPONDING SCHOOL SYSTEMS, 42 PERCENT HAD SPECIAL PROGRAMS FOR THE GIFTED, (2) TOTAL PROGRAMING FOR ALL GIFTED IN ALL AREAS AT ALL LEVELS WAS INFREQUENT, (3) FOUR OR MORE CRITERIA WERE USED BY 86 PERCENT OF THE DISTRICTS FOR IDENTIFICATION, AND (4) INSERVICE EDUCATION NEEDS DEVELOPMENT. EIGHT QUESTIONS RAISED BY THE SURVEY AND IN NEED OF FURTHER STUDY ARE LISTED. (JP)

ED019810 EF000638
COMPACT SCHOOL AND $$ SAVINGS. MAY66,
DOCUMENT NOT AVAILABLE FROM EDRS.

A REVIEW OF THE CRITERIA FOR CONSIDERING THE USE OF A TOTAL ENERGY SYSTEM WITHIN A SCHOOL BUILDING STATES THE WINDOWLESS, COMPACT SCHOOL OFFERS MORE EFFICIENT SPACE UTILIZATION WITH LESS AREA REQUIRED FOR GIVEN STUDENT POPULATION AND LOWER OPERATION COSTS. THE AUTHOR RECOMMENDS THAT THESE BUILDINGS BE WINDOWLESS TO REDUCE HEAT COSTS, HOWEVER, AT THE SAME TIME IT IS POINTED OUT THAT WINDOWLESS STRUCTURES REQUIRE INCREASED LIGHTING LEVELS, AIR CONDITIONING AND AIR TREATMENT. IT IS RECOMMENDED AT THIS POINT THAT SCHOOL PLANNERS SHOULD SEEK THE ADVICE OF A CONSULTANT ENGINEER TO ASSESS THE FEASIBILITY OF INSTALLING A TOTAL ENERGY UNIT. ANNUAL COSTS OF COMMERCIAL ENERGY SHOULD BE COMPARED WITH OPERATING AND MAINTENANCE OF THE TOTAL ENERGY SYSTEM. SHOULD THE PLANNERS FAVOR THE TOTAL ENERGY UNIT, THEY SHOULD ALSO CONSIDER THE PURCHASE OF BACK-UP UNITS TO OPERATE IN THE EVENT OF A POWER FAILURE OF THE PRIMARY UNIT. THIS ARTICLE APPEARED IN THE MAY, 1966 ISSUE OF AMERICAN SCHOOL BOARD JOURNAL. COPIES MAY BE OBTAINED FROM THE EDITOR, BRUCE PUBLISHING CO., 400 N. BROADWAY, MILWAUKEE, WISCONSIN 53211. (GM)

ED019814 EF000910
A REVIEW OF STUDIES OF ECONOMIES IN SCHOOLHOUSE CONSTRUCTION. DOHERTY, LEO D.; WHEATLEY, ARTRELLE, MAY60, 30P.

ECONOMIES IN PLANNING AND DESIGNING BEGIN WITH THE WISE CHOICE OF AN ARCHITECT. COMPLETE INFORMATION ON BUILDING NEEDS, ENROLLMENT PROJECTIONS, AND PROGRAM MUST BE AVAILABLE. INCLUSION OF MULTIPLE-USE ROOMS, MINIMAL PERIMETER WALLS, LOWERED CEILINGS, MINIMAL WASTE SPACE, MINIMAL USE OF GLASS, AND USE OF STOCK PLANS ARE CONCEPTS WHICH CAN EFFECT ECONOMIES. FURTHER ECONOMIES CAN BE EFFECTED BY CAREFUL SITE SELECTION, DEVELOPMENT, AND UTILIZATION. PREFABRICATED SCHOOLS AND MODULAR DESIGN ARE NEWER CONCEPTS SUGGESTED AS EFFICIENT USES OF MATERIALS. LOW COST MAINTENANCE CONSTRUCTION CAN SAVE MUCH MONEY. USE OF TEMPORARY BUILDINGS SHOULD BE AVOIDED. CAREFUL FINANCING OF BUILDING PROJECTS WILL HELP REDUCE COSTS ESPECIALLY IF PROPER TIMING IS INCORPORATED. TIMING IS ESSENTIAL TO THE ENTIRE CONSTRUCTION PROGRAM. A BIBLIOGRAPHY IS INCLUDED. (RH)

ED019815 EF000957
MINIMUM AREAS FOR ELEMENTARY SCHOOL BUILDING FACILITIES. JAN66, 2P.

MINIMUM AREA SPACE REQUIREMENTS IN SQUARE FOOTAGE FOR ELEMENTARY SCHOOL BUILDING FACILITIES ARE PRESENTED, INCLUDING FACILITIES FOR INSTRUCTIONAL USE, GENERAL USE, AND SERVICE USE. LIBRARY, CAFETERIA, KITCHEN, STORAGE, AND MULTIPURPOSE ROOMS SHOULD BE SIZED FOR THE PROJECTED ENROLLMENT OF THE BUILDING IN ACCORDANCE WITH THE PROJECTION UNDER THE LONG RANGE DEVELOPMENTAL PROGRAM. (RK)

ED019820 EF001384
THE COMPUTER AS A MANAGEMENT TOOL--PHYSICAL FACILITIES INVENTORIES, UTILIZATION, AND PROJECTIONS. 11TH ANNUAL MACHINE RECORDS CONFERENCE PROCEEDINGS (UNIVERSITY OF TENNESSEE, KNOXVILLE, APRIL 25-27, 1966). APR66, 29P.

WISCONSIN STATE UNIVERSITIES HAVE BEEN USING THE COMPUTER AS A MANAGEMENT TOOL TO STUDY PHYSICAL FACILITIES INVENTORIES, SPACE UTILIZATION, AND ENROLLMENT AND PLANT PROJECTIONS. EXAMPLES ARE SHOWN GRAPHICALLY AND DESCRIBED FOR DIFFERENT TYPES OF ANALYSIS, SHOWING THE CARD FORMAT, CODING SYSTEMS, AND PRINT-OUT. EQUATIONS ARE PROVIDED FOR DETERMINING STANDARD AND POTENTIAL UTILIZATION, AND CLASS ENROLLMENT PROJECTIONS. IMPLICATIONS ARE NOTED FOR THE USE OF COMPUTERS IN THE PLANNING PROCESS AND FOR THE TECHNIQUES BEING USED. ADDITIONAL PROBLEMS DISCUSSED INCLUDE COMPUTER APPLICATIONS IN SPACE CONVERSION, LABORATORY AND LIBRARY PLANNING, OFFICE SPACE, AND DEPARTMENTAL ORGANIZATION. (MM)

ED019827 EF001630
SOFT FLOOR COVERING IN THE LOS ANGELES CITY SCHOOL DISTRICTS. 67, 20P.

A STUDY REGARDING THE INSTALLATION OF CARPET IN SCHOOLS IS DISCUSSED. THE PURPOSE OF THE STUDY WAS TO HAVE A CONSULTANT REVIEW UNDER THE DIRECTION OF THE DISTRICT BUILDING AND GROUNDS SERVICES ADMINISTRATOR OF THE LOS ANGELES CITY SCHOOL DISTRICTS, THE SOFT FLOOR COVERING INSTALLATIONS AT ARAGON AVENUE AND TWENTY-FOURTH STREET SCHOOLS. SECTIONS INCLUDE--(1) CARPET EXPERIENCE IN THE LOS ANGELES CITY SCHOOL DISTRICT WITH A SUMMARY OF REACTIONS TO TEST INSTALLATIONS, (2) RELATIVE DEVELOPMENT OF STATIC ELECTRICITY, (3) ANTICIPATED LIFE SERVICE, (4) MATERIAL COSTS, (5) REHABILITATION PROJECTS, (6) OPERATION OR CUSTODIAL COSTS, (8) EQUIPMENT REQUIREMENTS, (9) ANNUAL SUPPLY REQUIREMENTS, AND (10) MAINTENANCE OR REPAIRS. ALSO INCLUDED ARE--(1) A SUMMARY OF COST DATA DEVELOPED IN PREVIOUS SECTIONS OF THE REPORT, (2) REACTIONS TO CARPETED CLASSROOMS, AND (3) CONCLUSIONS. CONSIDERATION IN SELECTION OF FLOOR COVERING SHOULD BE GIVEN TO THE FOLLOWING--(1) THE SONIC ENVIRONMENT IN THE CARPETED CLASSROOM IS SUPERIOR TO ONE HAVING RESILIENT FLOORING ACCORDING TO TEACHERS, (2) NOISE TRANSFER FROM SECOND FLOOR TO FIRST FLOOR IS REDUCED WHEN CARPETING IS USED, ALLEVIATING A SOUND INSULATION BLANKET BETWEEN FLOORS, (3) CARPETING OFFERS A BETTER GENERAL APPEARANCE LEVEL THAN VINYL ASBESTOS TILE, (4) AT FIRST THERE IS SOME HESITANCY TO PERFORM REGULAR CLASSROOM TASKS WHICH IS OVERCOME SHORTLY AFTER USE, AND (5) TEACHERS INDICATE THAT THEY BELIEVE A CARPETED ROOM IS MORE CONDUCIVE TO LEARNING. (RK)

ED019845 EF001815
KENTUCKY PUBLIC SCHOOL CONSTRUCTION. 67, 184P.

NEW SCHOOL CONSTRUCTION IN THE STATE OF KENTUCKY IS ILLUSTRATED THROUGH REVIEW OF--(1) 15 ELEMENTARY SCHOOLS, (2) 14 HIGH SCHOOLS, AND (3) ONE ADMINISTRATIVE FACILITY. EACH EXAMPLE INCLUDES--(1) A GENERAL ARCHITECTURAL DESCRIPTION, (2) SITE AND FLOOR PLANS, AND (3) AN EXTERIOR PHOTOGRAPH OR PERSPECTIVE. PRECEDING THESE EXAMPLES ARE REVIEWS OF--(1) BONDS, SPECIAL LEVIES AND ASSESSMENTS OF STATE SCHOOL DISTRICTS, (2) BONDS OUTSTANDING AND SCHOOL REVENUE BONDS, AND (3) AREA AND COST DATA FOR SCHOOL CONSTRUCTION. COPIES MAY ALSO BE OBTAINED FROM THE DIRECTOR, DIVISION OF STATISTICAL SERVICES, STATE DEPARTMENT OF EDUCATION, FRANKFORT, KENTUCKY. (MH)

ED019852 EM000238
NAEB HISTORY, VOLUME 2, 1954 TO 1965. 66,
DOCUMENT NOT AVAILABLE FROM EDRS.

FROM ITS INCEPTION IN 1932, EDUCATIONAL TELEVISION HAS COMPETED WITH COMMERICAL BROADCASTING AND GAINED ATTENTION IN THE GENERAL AREAS OF CHANNEL ALLOCATION, FINANCIAL SUPPORT, AND PUBLIC RECOGNITION. BETWEEN 1954 AND 1957, EDUCATIONAL TELEVISION FOUGHT HARD TO EXPAND AND EARN RESPECT, WHICH GREW WITH THE WINNING OF A FIGHT TO PRESERVE EDUCATIONAL CHANNELS, A GRANT FROM THE FORD FOUNDATION, AND ACCEPTANCE BY EDUCATORS OF EDUCATIONAL TELEVISION. AFTER

SPUTNIK IN 1957, CONGRESS PASSED THE NATIONAL DEFENSE EDUCATION ACT, WHICH PROVIDED FOR THE EXPLORATION OF NEW AVENUES TOWARD IMPROVED EDUCATION. IT WAS NOT UNTIL 1962, AFTER A SIX-YEAR EFFORT BY THE NAEB AND FRIENDS, HOWEVER, THAT CONGRESS AWARDED A DIRECT GRANT OF $32 MILLION FOR THE CONSTRUCTION OF EDUCATIONAL TELEVISION FACILITIES. IN 1963, THE NAEB WAS REORGANIZED TO INSURE ITS FUTURE EFFECTIVENESS. IN 1964, IT CONTINUED TO FIGHT TO LIBERALIZE COPYRIGHT LAWS FOR NONPROFIT EDUCATORS, TO EXTEND GOVERNMENT SUPPORT FOR EDUCATIONAL TELEVISION, AND TO PASS THE ALL-CHANNEL RECEIVER LAW. BY JANUARY 1, 1965, CONGRESS HAD APPROPRIATED $21 MILLION OF THE APPROVED $32 MILLION. APPENDICES INCLUDE REFERENCES, A KEY TO ACRONYMS OF ETV ORGANIZATIONS, A ROSTER OF NAEB OFFICERS AND DIRECTORS, AND A LIST OF NAEB NATIONAL CONVENTIONS. THIS DOCUMENT WAS PUBLISHED BY THE NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS, WASHINGTON, D.C. (RS)

ED019855 EM006161
COMPUTER FACILITIES FOR MATHEMATICS INSTRUCTION. 51P.
HC NOT AVAILABLE FROM EDRS.

THE EFFECTIVE AND ECONOMICAL USE OF COMPUTER FACILITIES AS AN AID IN TEACHING SECONDARY SCHOOL MATHEMATICS DEPENDS ON (1) ACCESS TO A TYPE OF FACILITY WHICH PERMITS PROBLEM-SOLVING PROCEDURES (I.E., ALGORITHMS DESIGNED BY A STUDENT) TO BE TESTED BY THE STUDENT AND (2) FACILITY RESPONSE TIME PER PROBLEM. THIS UNIT TIME VARIES WITH THE SIZE, TYPE, AND COST OF AVAILABLE COMPUTER FACILITIES. FOR VERY LOW COST AND SMALL SIZE FACILITIES, THE USE OF ALGORITHMIC LANGUAGES (E.G., ALGOL AND FORTRAN) IS SACRIFICED, RESULTING IN GADGET-ORIENTED, RATHER THAN MATHEMATICS-ORIENTED, STUDENTS. AT THE OTHER EXTREME, FACILITIES RICH IN SOFTWARE (I.E., INTERNAL CAPACITIES TO ENHANCE ALGORITHMIC COMMUNICATIONS) ARE ALSO EXPENSIVE AND OF LIMITED AVAILABILITY TO SECONDARY SCHOOL STUDENTS. TO OBTAIN SOME QUANTITATIVE INFORMATION ON THE EFFICIENCY OF COMPUTER FACILITIES, FIVE TYPICAL PROBLEMS WERE RUN ON SIX TYPES OF COMPUTER FACILITIES. THE TIME TO RUN THE SET OF FIVE PROBLEMS VARIED FROM ABOUT 90 MINUTES TO 3 MINUTES. THE 3-MINUTE SYSTEM WAS A LARGE-SCALE FACILITY LOCATED AT A UNIVERSITY. OF SIGNIFICANT INTEREST WAS THE 20-MINUTE SYSTEM, WHICH CONSISTED OF TELETYPE ACCESS TO A LARGE-SCALE, TIME-SHARING SYSTEM. AT THE PRESENT TIME, SOME FORM OF INDIRECT ACCESS IS THE LEAST EXPENSIVE AND MOST EFFICIENT WAY TO USE COMPUTERS AS INSTRUCTIONAL TOOLS IN TEACHING MATHEMATICS. THIS DOCUMENT IS AVAILABLE FOR $0.90 FROM NATIONAL COUNCIL OF TEACHERS OF MATHEMATICS, 1201 SIXTEENTH ST., N.W., WASHINGTON, D.C. 20036. (CS)

ED019864 EM006218
PROGRAMMES IN PRINT 1966. CAVANAGH, PETER, COMP., ED.; JONES, CLIVE, COMP., ED., DEC67,
DOCUMENT NOT AVAILABLE FROM EDRS.

APPROXIMATELY 1200 PROGRAMS ARE LISTED WITH TITLE, AUTHOR, DATE OF PUBLICATION, PUBLISHER, PRICE, COUNTRY OF ORIGIN, DATE OF LATEST EDITION IF REVISED, MONTHLY RENTAL PRICE, TYPE OF PROGRAM, NUMBER OF FRAMES, NUMBER OF PAGES IF A BOOK PROGRAM, TARGET POPULATION, STUDY TIME, AVAILABILITY FOR MACHINE USE, AND SUPPLEMENTARY MATERIALS WITH THEIR PRICES. PROGRAMS ARE ARRANGED AND INDEXED BY SUBJECT. A SECTION BY JAMES HARTLEY ENTITLED "SOME GUIDES FOR EVALUATING PROGRAMMES" INCLUDES GUIDES FOR USER EVALUATION, A DESCRIPTION OF PROGRAM VALIDATION PROCEDURES, AND A DISCUSSION OF THE RESULTS OF EXPERIMENTAL COMPARISONS BETWEEN PROGRAMS AND CONVENTIONAL INSTRUCTION. A LIST OF PUBLISHER ADDRESSES AND 33 PAGES OF ADVERTISING ARE INCLUDED. THIS DOCUMENT WAS PUBLISHED BY THE ASSOCIATION FOR PROGRAMMED LEARNING, 27 TORRINGTON SQUARE, LONDON WC1. (BB)

ED019886 EM006684
SCHOOL TELEVISION, GREAT CITIES, 1967, A STUDY OF THE STATUS AND NEEDS OF THE SCHOOLS, AS SERVED BY TELEVISION IN SIXTEEN GREAT CITIES. NOV67, 145P.

QUESTIONNAIRES AND 291 INTERVIEWS WITH 466 SCHOOL PERSONNEL WERE USED IN THIS STUDY OF THE WAYS IN WHICH TELEVISION IS MEETING INSTRUCTIONAL NEEDS IN THE SCHOOL SYSTEMS OF 16 MAJOR CITIES. INTERVIEWEES RANKED THESE PROBLEMS IN ORDER OF PRIORITY--CURRICULUM RELEVANCE AND DIVERSITY, TEACHER QUALITY AND QUANTITY, INTERFERING ENVIRONMENTAL FACTORS (POVERTY, BROKEN HOMES), STAFF WORKLOADS, COMMUNICATION WITHIN AND OUTSIDE THE SCHOOL SYSTEM, ADMINISTRATIVE LEADERSHIP AND PRACTICES, INADEQUATE FINANCES, AND OBSOLETE FACILITIES. THE DATA SHOWED THAT SCHOOL TELEVISION IS NOT MEETING THESE PROBLEMS FROM PROGRAMING, FACILITIES, OR BUDGETARY VIEWPOINTS, AND THAT THE APPARENT CAUSE WAS A LACK OF DIRECTION AND SUPPORT BY ADMINISTRATORS AND SCHOOL LEADERS. OTHER FINDINGS CONCERNED THE FUNCTIONS OF TELEVISION, AMOUNT OF PROGRAMING DIFFERENCES IN USE AT THE ELEMENTARY AND SECONDARY LEVELS, SUBJECT AREAS, PRESCHOOL USE OF TELEVISION, VOCATIONAL TELEVISION, AND PROGRAM SOURCES. RECOMMENDATIONS INCLUDED THE CREATION OF AN OPERATING AGENCY TO IMPLEMENT PRIORITY TASKS AND ENCOURAGE COOPERATION AMONG THE CITIES. APPENDICES INCLUDE ADDITIONAL PROPOSALS, INTERVIEW EXCERPTS, FINDINGS FOR EACH CITY, CHARTS ON INSTRUCTIONAL PROBLEMS, AND LISTS OF THE CITIES' FACILITIES AND PERSONNEL. THIS DOCUMENT IS AVAILABLE FOR $1.50 FROM THE FUND FOR MEDIA RESEARCH, 5400 N. ST. LOUIS, CHICAGO, ILL. 60625. (JO)

ED019894 EM006757
LIBRARY AND MULTIMEDIA PROJECTS, DESCRIPTIONS OF SPECIAL PROJECTS APPROVED UNDER TITLE II ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965 (1966-1967). 67, 63P.

THE 53 NEW YORK STATE PROJECTS RECEIVING GRANTS FOR 1966-67 UNDER TITLE II OF THE ELEMENTARY AND SECONDARY EDUCATION ACT ARE DESCRIBED BY DISTRICT WITH REFERENCE NUMBER, EXPENDITURE, MAJOR OBJECTIVES OF THE PROJECT, OVERVIEW OF THE PROJECT, AND NAME AND ADDRESS OF THE PERSON TO CONTACT FOR FURTHER INFORMATION. GRANTS RANGE FROM $845 TO $40,000. THE OVERVIEWS INCLUDE PURPOSE, USE OF FUNDS, EQUIPMENT, MATERIALS, AND STAFF. EACH PROJECT WILL SERVE AS A MODEL AND MAY BE VISITED BY PROFESSIONAL MEMBERS OF SCHOOL STAFFS UPON REQUEST. APPENDICES LIST GRANT RECEIVERS FOR 1965-66, AND DESCRIBE TITLE III MINIGRANTS OF $2000 TO BE USED FOR ACQUISITION OF LIBRARY SELECTION AIDS AND PROFESSIONAL REFERENCE BOOKS. (BB)

ED019914 FL000899
INTERNATIONAL EXCHANGE 1967. APR68, 60P.
HC NOT AVAILABLE FROM EDRS.

EXCHANGE PROGRAMS FOR THE 1967 FISCAL YEAR (FY), CARRIED OUT BY THE STATE DEPARTMENT BETWEEN THE UNITED STATES AND SOME 135 COUNTRIES AND TERRITORIES, ARE DESCRIBED IN THIS REPORT. THE ASSISTANCE OF OTHER GOVERNMENT AGENCIES, PRIVATE ORGANIZATIONS, INSTITUTIONS, AND SPECIALLY APPOINTED BOARDS AND ADVISORY COMMISSIONS IS REFERRED TO IN DESCRIPTIONS. THE REPORT DISCUSSES MIGRATION OF TALENT, WORK WITH INTERNATIONAL ORGANIZATIONS, AND BUDGETING, AND DESCRIBES SPECIAL EXCHANGE PROGRAMS INVOLVING EDUCATION, THE ARTS, SPORTS, DIFFERENT AGE GROUPS, AND DIFFERENT COUNTRIES. TABLES AT THE END OF THE REPORT COVER SUCH TOPICS AS DISTRIBUTION OF GRANTEES IN THE UNITED STATES, TOTAL PROGRAM PARTICIPANTS FOR FY 1967, AND EXPENDITURES BY COUNTRY. INCLUDED IN THE APPENDIXES ARE ART GROUPS AND ATHLETIC TEAMS SENT ABROAD IN FY 1967, COOPERATING EDUCATIONAL INSTITUTIONS AND AGENCIES, AND A NATIONAL POLICY STATEMENT ON INTERNATIONAL BOOK AND LIBRARY ACTIVITIES. THIS DOCUMENT IS AVAILABLE FOR $0.40 FROM THE SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402. (AF)

ED019921 JC680139
FULL-TIME EQUIVALENT OPERATING COSTS. 68, 15P.

CONCLUSIONS IN THREE AREAS WERE DERIVED FROM TABULAR PRESENTATIONS OF UNIT COST DATA FROM COLORADO, DELAWARE, GEORGIA, ILLINOIS, NORTH CAROLINA, OKLAHOMA, AND OREGON--(1) SMALL COLLEGES COST MORE TO OPERATE THAN LARGER COLLEGES. COSTS INCREASE AS MORE STUDENTS ENROLL IN A COLLEGE BUT NOT IN PROPORTION TO THE ENROLLMENT. (2) VOCATIONAL AND TECHNICAL PROGRAMS COST MORE THAN LIBERAL ARTS AND TRANSFER PROGRAMS. COSTS OF NEW OCCUPATIONAL PROGRAMS ARE ESPECIALLY HIGH. (3) NEW PROGRAMS AND NEW COLLEGES COST MORE TO OPERATE. (WO)

ED019945 JC680188
A STUDY OF VOTER REACTION TO A COMBINATION BOND-TAX ELECTION ON MARCH 26, 1968. WITT, IRVING M.; PEARCE, FRANK C., 11MAR68, 16P.

THIS WAS A STUDY OF SAN MATEO VOTERS AND THEIR PRE-ELECTION REACTIONS TO A COMBINED TAX AND BOND PROPOSAL TO PROVIDE ADDITIONAL JUNIOR COLLEGE FUNDS. IT PROPOSED (1) TO DETERMINE HOW MANY WOULD VOTE FOR OR AGAINST THE PROPOSALS, (2) TO IDENTIFY ISSUES IMPORTANT TO VOTERS IN MAKING THEIR DECISIONS, (3) TO CHARACTERIZE THOSE VOTING YES OR NO TO SEE WHO NEEDED ADDITIONAL INFORMATION, (4) TO DETERMINE THE VOTERS' KNOWLEDGE OF THE ISSUES. SPOT POLLS WERE TAKEN BEFORE THE ELECTION TO FIND OUT WHY PEOPLE DID OR DID NOT SUPPORT THE PROPOSALS AND TO SHOW AS GREAT A REPRESENTATION OF THE VOTERS AS POSSIBLE. THE 14-ITEM QUESTIONNAIRE, USED FOR 1661 INTERVIEWS, IS SHOWN. CONCLUSIONS FROM THE POLLS INCLUDED (1) WHILE BOTH ISSUES WOULD PASS, MORE VOTERS FAVORED THE BOND THAN THE TAX PROPOSAL, (2) CERTAIN ISSUES EMERGED THAT SHOULD BE STRESSED IN PRESENTING THE PROPOSALS, (3) ABOUT TWO-THIRDS OF THOSE INTERVIEWED RATED THE COLLEGE WELL, MOSTLY THROUGH PERSONAL CONTACT, (4) CERTAIN AREAS OF THE COUNTY WERE LESS AGREEABLE TO THE PROPOSALS, (5) VOTERS MORE THAN 50 YEARS OLD (WITHOUT CHILDREN UNDER 21) WERE LESS IN FAVOR, PARTICULARLY OF THE TAX PROPOSAL, (6) WHITE-COLLAR AND PROFESSIONAL PEOPLE SHOWED MORE FAVORABLE RESPONSE THAN BLUE-COLLAR WORKERS, HOUSEWIVES, OR RETIRED PEOPLE, (7) THOSE IN FAVOR OF THE PROPOSALS WERE MORE LIKELY TO VOTE, AND (8) VOTERS WHO FELT THEY KNEW ABOUT THE ISSUES WERE MORE LIKELY TO VOTE "YES" FOR THEM. (HH)

ED020033 RC001424
SIZE AND STATE SCHOOL SYSTEM ORGANIZATION. 10MAY68, 22P.

MANY FACTORS ARE RELATED TO THE ESTABLISHMENT OF AN OPTIMUM SIZE FOR SCHOOL ORGANIZATION. BEFORE A STATE CAN ANSWER THE QUESTION OF SIZE, IT SHOULD PERHAPS FIRST ANSWER THE QUESTIONS--WHAT DO WE WANT THE STATE SCHOOL SYSTEM TO ACCOMPLISH, AND WHAT ARE THE STRUCTURAL ALTERNATIVES THAT WILL BE BEST FOR OUR STATE. WHEN THESE ARE ANSWERED, SIZE THEN BECOMES A FACTOR IN DETERMINING THE SUCCESS OF THE PROGRAMS WITHIN THE STRUCTURE. A REVIEW OF THE LITERATURE REVEALS VARIOUS SIZE FIGURES ESTABLISHED THROUGH RESEARCH AND SURVEYS OF EXISTING SYSTEMS. WHILE THESE FIGURES ARE HELPFUL, IT MUST BE REMEMBERED THAT THE IMPORTANCE OF THE SIZE FACTOR IS NOT IN THE NUMBERS THEMSELVES

BUT IN WHAT THE NUMBERS CAN PRODUCE IN RELATION TO THE EDUCATIONAL OBJECTIVES. ANOTHER FACTOR WHICH MUST BE CONSIDERED IS THAT THE INDIVIDUAL PARTS OF A STATE SCHOOL SYSTEM STRUCTURE ARE INEXTRICABLY RELATED. A BALANCE IS GENERALLY MAINTAINED, AND TO CHANGE ANY PART WITHOUT GIVING CAREFUL CONSIDERATION TO THE OTHERS MAY CAUSE SERIOUS PROBLEMS THROUGHOUT THE ENTIRE STATE. AS WITH SIZE, STRUCTURE IS NOT IMPORTANT IN AND OF ITSELF BUT ONLY WHEN IT IS RELATED TO THE TASKS THAT STRUCTURE CAN ACCOMPLISH TO MEET THE EDUCATIONAL OBJECTIVES OF THE STATE. TABLES PROVIDED IN THE APPENDIX INDICATE SIZES FOUND IN THE CURRENT LITERATURE AND CITE VARIOUS STATE SIZE RECOMMENDATIONS. (DK)

ED020034 RC001435
STRUCTURING EDUCATION FOR BUSINESS MANAGEMENT. 17APR68, 24P.

IN TERMS OF SERVICES RECEIVED, LOCAL SCHOOLS BENEFIT SUBSTANTIALLY FROM EDUCATIONAL BUSINESS MANAGEMENT. IN ORDER TO ISOLATE BUSINESS ADMINISTRATIVE PROBLEMS OF THE SCHOOL SYSTEM, AN ANALYSIS WAS CONDUCTED AT EACH OF 6 ADMINISTRATIVE SERVICE LEVELS--LOCAL (ATTENDANCE LEVEL), DISTRICT, AREA, REGIONAL, STATE, AND MULTI-STATE. AS A RESULT OF MERGED SERVICES, ESPECIALLY AT THE AREA LEVEL, IT WAS CONCLUDED THAT--(1) INCREASED ECONOMY OF OPERATION AND INCREASED SERVICE POTENTIAL RESULTED FROM THE FINANCIAL ABILITY OF LARGER ADMINISTRATIVE UNITS TO ATTRACT MORE HIGHLY SKILLED EMPLOYEES, (2) A MORE UNIFORM SERVICE COUPLED WITH INCREASED COMMUNITY RESPECT AND SUPPORT FOR PROGRAMS EXISTED (PRIMARILY AS A RESULT OF THE INCREASED AREA SERVED), (3) BENEFITS OBTAINED FAR OUTWEIGHED DISADVANTAGES WHICH AROSE WITH RESPECT TO TRANSPORTATION AND COMMUNICATION, AND (4) POOLED RESOURCES, PERSONNEL, AND FACILITIES RESULTED IN INCREASED ECONOMY AND EFFICIENCY. SINCE SIZE IS NOT THE ONLY FACTOR IN ACHIEVING ECONOMY, THE GOAL SHOULD BE THAT SIZE WHERE FURTHER INCREASE WOULD NOT SIGNIFICANTLY IMPROVE EFFICIENCY AND ECONOMY. A MODEL OF SCHOOL BUSINESS ADMINISTRATION SERVICES AT EACH OF THE 6 ADMINISTRATIVE LEVELS IS INCLUDED. (DA)

ED020036 RC001438
THE MYTHS OF REORGANIZATION. FEB68, 7P.

A GROUP OF MORE THAN 80 BUSINESSMEN AND INDUSTRIAL LEADERS (LITTLE HOOVER COMMISSION) CONDUCTED A STUDY OF OHIO SCHOOL DISTRICTS AND RECOMMENDED ACCELERATED REORGANIZATION AND CONSOLIDATION AS A MEANS OF IMPROVING EDUCATIONAL QUALITY. IN ORDER TO IMPLEMENT THE COMMISSION'S RECOMMENDATIONS, HOWEVER, IT WILL BE NECESSARY TO DISPEL SEVERAL MYTHS. THE FIRST MYTH (UNITARY CONCEPT MYTH) CONSISTS OF THE BELIEF THAT OUR SCHOOL DISTRICTS EXIST FOR SOME SINGLE UNDEFINED PURPOSE AND FURTHER DISCUSSION IS PRECLUDED UNTIL THIS PURPOSE HAS BEEN CLEARLY IDENTIFIED. RESEARCH, HOWEVER, INDICATES THAT DISTINCT ADVANTAGES EXIST IN EDUCATIONAL UNITS LARGER THAN MANY SMALL DISTRICTS. THE SECOND MYTH CONCERNS THE MAXIMUM SIZE (SIZE LIMITS MYTH) TO WHICH A DISTRICT SHOULD BE ALLOWED TO GROW. SINCE IT IS RATHER EASY TO DEFINE A SYSTEM AS TOO SMALL, PROPONENTS OF THIS MYTH OFTEN DEMAND AN EQUALLY PRECISE DEFINITION OF AN OVERPOPULATED SYSTEM. FAILURE TO DEFINE A SPECIFIC UPPER LIMIT IS A WEAK ARGUMENT FOR NOT TAKING ADVANTAGE OF THE SERVICES A LARGER DISTRICT COULD OFFER. THE THIRD MYTH (TRANSPORTATION MYTH) EXPRESSES ITSELF IN THE FEAR OF AN UNREASONABLE RISE IN TRANSPORTATION COSTS WITH INCREASED STUDENT INFLUX FROM OUTLYING COMMUNITIES. IN ACTUALITY, THOSE DISTRICTS WHICH HAVE REORGANIZED HAVE FOUND THAT TRANSPORTATION COSTS RISE NO MORE RAPIDLY THAN OTHER EXPENSES. THIS ARTICLE APPEARS IN THE "OHIO SCHOOL BOARDS JOURNAL," VOL. 12, NO. 2, FEBRUARY 1968. (DA)

ED020037 RC001439
A CLEARINGHOUSE FOR CREATIVITY. FEB68, 5P.

IN AN ATTEMPT TO STIMULATE CREATIVITY AND INNOVATION AMONG TEACHERS, A SIX-COUNTY EDUCATIONAL SERVICE CENTER HAS BEEN ESTABLISHED IN NEW PHILADELPHIA, OHIO, SERVING MORE THAN 50,000 STUDENTS AND 2,500 TEACHERS. WITH A PROFESSIONAL STAFF OF 8, AND EQUIPPED WITH A WIDE VARIETY OF AUDIOVISUAL DEVICES, THE CENTER IS PREPARED TO ASSIST ANY TEACHER WITHIN THE PARTICIPATING COUNTIES IN THE DEVELOPMENT AND EVALUATION OF INNOVATIVE TECHNIQUES IN TEACHING. A WIDE SELECTION OF MOTION PICTURE TITLES IS MAINTAINED IN ADDITION TO A COMPLETE DATA PROCESSING FACILITY TO WHICH ANY TEACHER MAY SUBSCRIBE. A NUMBER OF WORKSHOPS HAVE BEEN CONDUCTED AT THE CENTER CONCERNING THE USE OF AUDIOVISUAL MATERIALS IN CLASSROOM INSTRUCTION, AND THE DEVELOPMENT OF TITLE II CULTURAL ENRICHMENT AND PHYSICAL EDUCATION PROGRAMS. SINCE ITS INCEPTION IN 1966, MORE THAN 300 PROJECTS HAVE BEEN INITIATED IN THE SIX-COUNTY AREA SERVED. THIS ARTICLE APPEARS IN THE "OHIO SCHOOL BOARDS ASSOCIATION JOURNAL," VOL. 12, NO. 2, FEBRUARY 1968. (DA)

ED020039 RC001450
THE ROLE OF EDUCATION IN ALLEVIATING RURAL POVERTY. JUN67, 60P.

A CHARACTERISTIC OF THE POVERTY EXPERIENCED BY 17 MILLION PEOPLE LIVING IN RURAL AREAS OF THE U.S. IN 1959 WAS ITS CONCENTRATION IN SPECIFIC GEOGRAPHICAL REGIONS AND AMONG CERTAIN OCCUPATIONS. EDUCATION, OCCUPATION, AND SOCIAL STATUS OF THE PARENTS HAVE BEEN SHOWN TO POSSESS A HIGH POSITIVE CORRELATION WITH EDUCATIONAL ATTAINMENT OF THE CHILD. THERE APPEARS TO BE A VICIOUS CIRCLE OF LOW INCOME AND LOW EDUCATION IN DEPRESSED AREAS WHICH IS PARTICULARLY RESISTANT TO EXTERNAL INTERVENTION. IT IS CONCLUDED THAT EDUCATION SPEEDS INDIVIDUAL DEVELOPMENT, THERE IS LITTLE INCENTIVE FOR EDUCATION IN DEPRESSED RURAL AREAS, AND EDUCATION IS NOT PARTICULARLY BENEFICIAL FOR THOSE WHO REMAIN IN DEPRESSED AREAS AFTER HAVING ACHIEVED THEIR EDUCATIONAL GOALS. RECOMMENDATIONS FOR FURTHER RESEARCH INCLUDE--(1) A DETERMINATION OF THE RETURN ON INVESTMENTS IN EDUCATION IN LOW INCOME RURAL AREAS, (2) AN ANALYSIS OF THE TAX SYSTEM AND AVAILABLE ECONOMIC RESOURCES FOR RURAL SCHOOLS, (3) A MORE ACCURATE EVALUATION OF THE QUALITY OF EDUCATION IN RURAL SCHOOLS BASED ON CRITERIA OTHER THAN TEACHERS' SALARIES AND PER-PUPIL EXPENDITURES, (4) A DETERMINATION OF WHAT ATTITUDES ARE MOST CONDUCIVE TO ENCOURAGING ECONOMIC PROGRESS IN DEPRESSED AREAS, AND (5) AN ASSESSMENT OF THE FEASIBILITY OF IMPLEMENTING VOCATIONAL EDUCATION PROGRAMS IN RURAL SCHOOLS. (DA)

ED020047 RC002474
BIBLIOGRAPHY, RURAL EDUCATION AND THE SMALL SCHOOL. MAY62, 14P.

APPROXIMATELY 176 BOOKS AND ARTICLES PUBLISHED BETWEEN 1912 AND 1961 ARE LISTED IN THIS BIBLIOGRAPHY ON RURAL EDUCATION AND THE SMALL SCHOOL. EMPHASIS IS PLACED ON GENERAL REFERENCES, BUT ABOUT ONE QUARTER OF THE LISTINGS ARE PLACED UNDER SPECIFIC SUBJECT HEADINGS SUCH AS BUILDINGS, CONSOLIDATION, LIBRARY SERVICE, ETC. THE ENTRIES ARE ALPHABETICALLY ARRANGED UNDER THE SPECIFIC AREA HEADINGS. (DK)

ED020049 RC002476
WORK SKILL NEEDS FOR THE ECONOMIC DEVELOPMENT OF ARKANSAS, A REPORT. DAVIS, J. CLARK; AND OTHERS, JUN67, 34P.

A GROWING POPULATION, MIGRATION FROM RURAL TO URBAN AREAS, AND AN EXPANDING MANUFACTURING INDUSTRY IS FORCING ARKANSAS TO REAPPRAISE ITS BASIC SKILLS OFFERINGS IN VOCATIONAL EDUCATION. SINCE ARKANSAS IS NOT IN A POSITION TO PROVIDE MASSIVE INCREASES IN SPENDING FOR VOCATIONAL EDUCATION, THE STATE MUST DECIDE IF IT IS DIRECTING ITS EXPENDITURES TO THE MOST URGENT NEEDS, THEREBY RAISING ITS AVERAGE INCOME TO THE POINT WHERE FUNDS ARE AVAILABLE TO PROVIDE AN ADEQUATE COMPREHENSIVE EDUCATIONAL PROGRAM. STATISTICAL PROJECTIONS OF POPULATION TRENDS AND EMPLOYMENT REQUIREMENTS STRESS THE INCREASING NEED FOR SKILLED LABOR. CONCLUSIONS EMPHASIZE THAT OFFICIALS IN ARKANSAS MUST REEXAMINE THEIR TRAINING EXPENDITURES TO ENSURE THAT MAXIMUM BENEFIT TO THE STATE IS REALIZED FROM PRESENTLY LIMITED FUNDS. (DK)

ED020051 RC002479
AN INSTRUMENT DESIGNED TO SECURE INFORMATION RELATIVE TO COMMUNITY ATTITUDES. DAVIS, J. CLARK; JESSER, DAVID L., 29OCT62, 19P.

A 3-CHOICE ATTITUDINAL SCALE WAS CONSTRUCTED TO DETERMINE COMMUNITY ATTITUDES AND PERCEPTIONS WHICH MIGHT AFFECT THE SCHOOL PROGRAM. THE SCALE WAS CONSTRUCTED AROUND 1 GENERAL AND 4 SPECIFIC CATEGORIES--(1) ADMINISTRATION, (2) FINANCE, (3) GENERAL ATTITUDES, (4) PERSONNEL, AND (5) PROGRAM. THE SURVEY INSTRUMENT IS INCLUDED, AS WELL AS DATA ON SAMPLE SELECTION, CATEGORY FREQUENCY DISTRIBUTION AND ITEM ANALYSIS, AND SPECIFIC RECOMMENDATIONS FOR ADMINISTRATION AND SCORING. (DK)

ED020059 RC002505
EDUCATION IN RURAL AMERICA FOR VOCATIONAL COMPETENCE. 28SEP64, 13P.

THE PERCENTAGE OF DISADVANTAGED FARM LABORERS, LOW INCOME MANUFACTURING WORKERS, AND MIGRANTS IS DISPROPORTIONATELY LARGE IN RURAL AMERICA. MILLIONS OF TECHNOLOGICALLY UNEMPLOYED RURAL YOUTH ARE UNEDUCATED, UNPREPARED, AND HENCE UNEMPLOYABLE IN A NEW OCCUPATION. ALTHOUGH UNDISPUTABLE EVIDENCE EXISTS TESTIFYING TO THE BENEFITS OF VOCATIONAL EDUCATION IN REDUCING UNEMPLOYMENT, A LARGE SEGMENT OF THIS POPULATION IS FUNCTIONALLY ILLITERATE, MAKING FURTHER TECHNICAL EDUCATION ALL BUT IMPOSSIBLE. SUGGESTIONS FOR IMPROVING THE PLIGHT OF THE RURAL DISADVANTAGED INCLUDE--(1) BROADENED CURRICULAR OFFERINGS WHICH ENCOURAGE STUDENTS TO COMPLETE THEIR EDUCATION, (2) IMPROVED QUALITY OF ELEMENTARY EDUCATION THROUGH EMPLOYMENT OF SPECIALISTS, ESPECIALLY IN THE AREA OF READING (LACK OF READING ABILITY IS PERHAPS THE MAJOR CAUSE OF EDUCATIONAL RETARDATION AND DROPOUT AT ALL LEVELS), (3) ESTABLISHMENT OF PROGRAMS FOR THE FUNCTIONALLY ILLITERATE INDIVIDUAL WHOSE ACHIEVEMENT MAY BE SO LOW THAT HE IS NOT QUALIFIED FOR TRAINING OR RETRAINING PROGRAMS NOW IN OPERATION, (4) INITIATION OF TRAINING PROGRAMS FOR BOTH RURAL AND URBAN DISPLACED WORKERS, AND (5) CONSOLIDATION OF SCHOOL DISTRICTS, THEREBY PROVIDING THE ADVANTAGES OF BOTH ACADEMIC AND VOCATIONAL EDUCATION. THIS SPEECH WAS DELIVERED AT THE NATIONAL CONFERENCE ON RURAL EDUCATION (WASHINGTON, D.C., SEPTEMBER 28, 1964). (DA)

ED020061 RC002510
CHANGING SCHOOL NEEDS IN RURAL AREAS. 05APR62, 16P.

AS THE RURAL ECONOMY HAS BECOME MORE AFFECTED BY AUTOMATION, RURAL SOCIETY HAS BECOME MORE INDUSTRIAL. FARM POPULATION AND THE NUMBER OF FARMS HAVE DECREASED, WHILE NON-FARM RURAL POPULATION HAS INCREASED. THE CHANGING RURAL SCENE IS REFLECTED IN CHANGES IN RURAL EDUCATION. EDUCATIONAL OPPORTUNITIES HAVE GREATLY INCREASED DUE TO SCHOOL REORGANIZATION, CONSOLIDATION, AND DEVELOPMENT OF THE INTERMEDIATE ADMINISTRATIVE UNIT, BUT THE MAJOR JOB OF IMPROVING RURAL EDUCATION REMAINS TO BE DONE. ADEQUATE APPORTIONMENT OF STATE AND FEDERAL FUNDS AND GREATER EQUALIZATION OF THE TAX BASE ARE PRIMARY REQUIREMENTS FOR FINANCING RURAL EDUCATION. THE TRADITIONAL SCHOOL-SUPPORT TAX ON LAND AND PROPERTY IS OUTDATED SINCE WEALTH NOW EXISTS PRIMARILY IN FORMS OTHER THAN LAND. THE RURAL POPULATION IS AN IMPORTANT MINORITY WHICH AFFECTS ALL SEGMENTS OF OUR SOCIETY, AND THE EDUCATIONAL NEEDS OF THIS GROUP SHOULD BE OF CONCERN TO ALL. THIS SPEECH WAS PRESENTED TO THE NATIONAL CONFERENCE ON SCHOOL FINANCE (ST. LOUIS, APRIL 5-6, 1962). (JEH)

ED020069 RC002522
BETTER EDUCATION THROUGH EFFECTIVE INTERMEDIATE UNITS. 63,
DOCUMENT NOT AVAILABLE FROM EDRS.

AN INTERMEDIATE EDUCATION UNIT, ORGANIZED AT THE REGIONAL LEVEL AND COVERING SUFFICIENT AREA TO WARRANT EMPLOYMENT OF A STAFF OF SPECIALISTS, IS CAPABLE OF OFFERING A WIDE VARIETY OF ESSENTIAL SERVICES, AND THUS OCCUPIES A UNIQUE NICHE IN THE EDUCATIONAL SETTING. THE ACTIVITIES OF AN INTERMEDIATE UNIT MAY BE CATEGORIZED INTO (1) ARTICULATIVE, OR LOCALIZATION OF STATE SCHOOL ADMINISTRATIVE ACTIVITIES, (2) COORDINATIVE, OR EFFORTS WHICH ARE MADE TO IMPROVE EDUCATIONAL QUALITY ON A REGIONAL BASIS, AND (3) SUPPLEMENTARY, OR PROVISION OF SPECIALIZED SERVICES TO LOCAL SCHOOLS. BENEFITS DERIVED FROM THE UTILIZATION OF INTERMEDIATE UNITS INCLUDE (1) CONSOLIDATION OF SMALLER SCHOOL UNITS, THEREBY ENABLING ESTABLISHMENT OF A COMPREHENSIVE EDUCATIONAL PROGRAM, (2) RETENTION OF LOCAL CONTROL IN THE ADMINISTRATION OF SUPPLEMENTARY PROGRAMS, (3) UNIFORM EDUCATIONAL OPPORTUNITY FOR STUDENTS IN PARTICIPATING SCHOOLS, (4) ASSURED ECONOMY OF OPERATION, AND (5) IMPROVED EDUCATION THROUGH COORDINATED EFFORTS AMONG SCHOOL DISTRICTS IN THE SOLUTION OF COMMON PROBLEMS. THIS DOCUMENT IS AVAILABLE FOR $0.60 FROM THE NATIONAL EDUCATION ASSOCIATION, 1201 SIXTEENTH STREET, N.W., WASHINGTON, D.C. 20036. (DA)

ED020073 RC002533
STATE AND COUNTY PLANNING OF A PROGRAM OF SERVICES FOR A COUNTY SCHOOLS OFFICE. 06OCT63, 23P.

THE COUNTY SCHOOLS OFFICE IS A STATE AGENCY WITH CONSIDERABLE LOCAL AUTONOMY. IT IS IN A UNIQUE POSITION TO ADMINISTER SERVICES TO SCHOOL DISTRICTS AND TO COORDINATE COOPERATIVE ACTIVITIES AMONG SCHOOL DISTRICTS, THEREBY HELPING TO ENSURE EQUALIZATION OF EDUCATIONAL OPPORTUNITIES. A REVIEW OF CONTRA COSTA COUNTY'S SCHOOLS OFFICE REVEALS 12 "CENTERS" DEFINED AS COMBINATIONS OF MATERIALS AND TRAINED AND EXPERIENCED PERSONNEL, ORIENTED TOWARD A SINGLE SUBJECT OR A COMPLEX OF SUBJECTS (ADMINISTRATION, PROBLEM SOLVING, SPECIALITIES, PRODUCTION, OPERATION, METROPOLITAN, STATE, RESEARCH AND DEVELOPMENT, TRADING, EVALUATION, AND COORDINATION). CONFERENCES AT WHICH COUNTY SUPERINTENDENTS ARE ASKED TO DEVELOP PROGRAMS OF SERVICES LEAD TO THE IDENTIFICATION OF LARGE PROBLEM AREAS AND TASKS TO BE PERFORMED IN THE SOLUTION OF THE PROBLEMS. INCLUDED ARE 10 GENERAL PROBLEMS SUPPLIED TO SUCH A CONFERENCE OF COUNTY SUPERINTENDENTS, A PRIORITY LIST TO HELP COUNTY OFFICES ESTABLISH SERVICES AND MAINTAIN CONTINUOUS EVALUATION, AND A LIST OF SERVICES PROVIDED BY THE CONTRA COSTA COUNTY SCHOOLS OFFICE. THIS SPEECH WAS PRESENTED AT THE ANNUAL NATIONAL CONFERENCE OF THE DEPARTMENT OF RURAL EDUCATION, DIVISION OF COUNTY AND INTERMEDIATE UNIT SUPERINTENDENTS (OCTOBER 6-9, 1963, DETROIT, MICHIGAN). (DK)

ED020088 RE001246
OVERVIEW OF THE NATIONAL PICTURE--TITLE I. APR68. 8P.

INFORMATION ABOUT ESEA READING PROJECTS FOR THE ECONOMICALLY DISADVANTAGED WAS OBTAINED BY STRUCTURED TELEPHONE INTERVIEWS AND A SUPPLEMENTAL WRITTEN FORM FROM 632 SCHOOL SYSTEMS. FIELD VISITS WERE MADE TO 34 SELECTED SYSTEMS. THE MAJORITY OF THESE PROGRAMS WAS REMEDIAL IN NATURE (53.48 PERCENT). COMBINATION PROGRAMS (29.59 PERCENT) USUALLY INVOLVED TWO OR MORE PROJECTS ASSOCIATED WITH READING BUT OFTEN ADMINISTERED INDEPENDENTLY. FREQUENTLY, THEY CONTAINED A REMEDIAL COMPONENT SO THAT AT LEAST TWO-THIRDS OF THE PROGRAMS STUDIED WERE REMEDIAL IN PART OR ENTIRELY. DEVELOPMENTAL (12.82 PERCENT), ENRICHMENT (1.58 PERCENT), INSERVICE EDUCATION (1.27 PERCENT), AND SPECIAL PROJECTS (1.27 PERCENT) MADE UP THE REMAINING CATEGORIES. INFORMATION WAS ALSO GATHERED ON ADMINISTRATION, MONIES SPENT, STAFFING, CONSULTANT SERVICES, AND INNOVATIVE ASPECTS OF THE PROGRAMS. APPROXIMATELY THREE-QUARTERS OF THE SURVEY PARTICIPANTS SAID THAT OBTAINING QUALIFIED PERSONNEL AND TOO MANY CHILDREN NEEDING HELP WERE CRITICAL PROBLEMS. PRIORITY MUST BE GIVEN TO TWO RELATED STEPS -- (1) THE EXTENSION OF PUBLIC SCHOOL PROGRAMS TO INCLUDE 3-, 4-, 5-YEAR-OLD CHILDREN, AND (2) IMPROVEMENTS IN READING INSTRUCTION IN THE PRIMARY GRADES. THIS PAPER WAS PRESENTED AT THE INTERNATIONAL READING ASSOCIATION CONFERENCE (BOSTON, APRIL 24-27, 1968). (RJ)

ED020206 UD000163
ISSUES IN EDUCATING THE CULTURALLY DISADVANTAGED. NOV63, 8P.

THIS ARTICLE OUTLINES A NUMBER OF ISSUES CONNECTED WITH ESTABLISHING "HIGHER HORIZONS" COMPENSATORY EDUCATION PROGRAMS. SPECIFICALLY DISCUSSED ARE THE DESIGNATION OF "CULTURALLY DEPRIVED" SCHOOLS AND PUPILS, THE IMPACT OF COMPENSATORY EDUCATION PROGRAMS ON NONTARGET SCHOOLS AND ON DE FACTO SEGREGATION, AND THE FINANCIAL AND EDUCATIONAL REQUIREMENTS OF SUCH PROGRAMS. THE GRADE LEVEL AT WHICH COMPENSATORY EDUCATION PROGRAMS MIGHT BE ESTABLISHED, THE POSSIBILITY OF A "HAWTHORNE EFFECT" IN A PROGRAM'S SUCCESS, AND THE CHALLENGE WHICH THE STUDENT'S DIFFERENT CULTURAL BACKGROUND PRESENTS TO THE SCHOOL ARE ALSO DISCUSSED. THIS ARTICLE WAS PUBLISHED IN THE "PHI DELTA KAPPAN," VOLUME 45, NUMBER 2, NOVEMBER 1963. (LB)

ED020208 UD001947
EDUCATING CULTURALLY DEPRIVED YOUTH IN URBAN CENTERS. NOV63, 8P.

THIS ARTICLE DISCUSSES THE SOCIAL ORIGINS OF CURRENT PROBLEMS IN URBAN EDUCATION. IN THIS CONTEXT IT DESCRIBES SUCH INTERVENTIONS AS A PILOT PROJECT IN THE DETROIT, MICHIGAN, PUBLIC SCHOOLS AND NEW YORK CITY'S HIGHER HORIZONS PROJECT. THESE PROJECTS ARE CHARACTERIZED BY (1) THE USE OF SPECIALIZED EDUCATIONAL CONSULTANTS AND SMALLER CLASS SIZE, (2) COMMUNITY AND PARENT INVOLVEMENT, AND (3) THE AVAILIBILITY OF SPECIAL FUNDS. THE ARTICLE ALSO EXAMINES OTHER PROJECTS LIKE NEW YORK CITY'S GUIDANCE AND COUNSELING PROGRAMS FOR DISADVANTAGED YOUTH, CLASSES FOR SPANISH-SPEAKING STUDENTS, THE NEW YORK CITY "SPECIAL SERVICE" SCHOOLS (WHICH INCLUDE ALL HIGHER HORIZON SCHOOLS), AND VARIOUS PROGRAMS TO PREPARE TEACHERS OF DISADVANTAGED STUDENTS. THIS ARTICLE WAS PUBLISHED IN THE "PHI DELTA KAPPAN," VOLUME 45, NUMBER 2, NOVEMBER 1963. (LB)

ED020210 UD003551
PROPOSED 1968-1969 SCHOOL BUILDING PROGRAM AND 1969-1974 CAPITAL PROGRAM. MAY67, 60P.

THIS FIRST DRAFT OF THE NEW YORK CITY SCHOOL BUILDING PROGRAM FOR 1968-1974 CONSISTS OF LISTS OF (1) PROJECTS PROPOSED FOR INCLUSION IN THE 1968-1969 CAPITAL BUDGET, ARRANGED IN ORDER OF PRIORITY, AND (2) PROJECTS RECOMMENDED FOR INCLUSION IN THE ENSUING 5-YEAR PERIOD (CAPITAL PROGRAM FOR 1969-1974). THE DRAFT WAS PREPARED FOR PUBLIC HEARINGS ON THE LOCAL LEVEL. (AF)

ED020214 UD004643
SUMMARY OF THE 1966 ARKANSAS SCHOOL ENUMERATION REPORT. (TITLE SUPPLIED).
66, 9P.

THIS DOCUMENT CONTAINS A SUMMARY OF THE 1966 ARKANSAS SCHOOL ENUMERATION REPORT REQUIRED BY TITLE VI OF THE CIVIL RIGHTS ACT. IT REVEALS THAT OF A TOTAL OF 395 DISTRICTS THERE ARE 218 BIRACIAL, 171 ALL-WHITE, AND SIX ALL-NEGRO SYSTEMS. THE PERCENTAGES OF STUDENTS IN EACH OF THESE GROUPS IN THE SCHOOL DISTRICTS IN EACH COUNTY ARE LISTED. ALSO INCLUDED IN THE DOCUMENT ARE GRAPHS ILLUSTRATING THE ELEMENTARY AND SECONDARY EDUCATION ACT TITLE I, ALLOCATIONS, NUMBER OF SALARIED PERSONNEL APPLIED FOR, AND BUDGETS FOR VARIOUS CATEGORIES OF APPROVED PROJECTS. A PRESS RELEASE DESCRIBES TITLE I SUMMER PROGRAMS. (NH)

ED020221 UD005177
CHRONICLE OF SCHOOL INTEGRATION, MAY-JUNE 1967. 67, 15P.

THIS ARTICLE SURVEYS VARIOUS ASPECTS OF THE PRESENT STATUS OF SCHOOL INTEGRATION. CONGRESSIONAL AMENDMENTS TO, AND CHANGES IN, TITLE VI OF THE CIVIL RIGHTS ACT AND THE ELEMENTARY AND SECONDARY EDUCATION ACT ARE DISCUSSED. SOME STATEMENTS BY CIVIL RIGHTS LEADERS AND BY THE PRESIDENT OF A NATIONAL PARENT-TEACHER ASSOCIATION ARE INCLUDED. THERE ARE BRIEF NOTES ON DISCRIMINATORY POLICIES IN THE BUILDING TRADES UNIONS AND ON THE CALIFORNIA LAW PERMITTING THE USE OF A LANGUAGE OTHER THAN ENGLISH FOR TEACHING PURPOSES. MOST OF THE ARTICLE CONSISTS OF AN OVERVIEW OF SCHOOL INTEGRATION IN 19 STATES AND THE DISTRICT OF COLUMBIA. THIS ARTICLE WAS PUBLISHED IN "INTEGRATED EDUCATION," VOLUME 5, NUMBER 4, ISSUE 28, AUGUST-SEPTEMBER 1967. (NH)

ED020224 UD005344
TITLE VI, SOUTHERN EDUCATION FACES THE FACTS. 20MAR65, 6P.

THIS ARTICLE LISTS GUIDELINES PREPARED BY A CONSULTANT TO THE OFFICE OF EDUCATION TO AID SCHOOL AUTHORITIES IN THE SOUTH TO COMPLY WITH TITLE VI OF THE 1964 CIVIL RIGHTS ACT. THE TITLE REQUIRES COMPLIANCE IN DESEGREGATING THE SCHOOLS AS A PRECONDITION FOR FEDERAL FINANCIAL ASSISTANCE. SCHOOL DISTRICTS MUST CHOOSE EITHER TO (1) SUBMIT THE "FORM 441" ASSURANCE OF COMPLIANCE, (2) PRESENT A PLAN FOR DESEGREGATION, OR (3) FACE COURT ORDERS TO DESEGREGATE. THE GUIDELINES DESCRIBE THE REQUIRED INFORMATION WHICH THE STATES MUST SUBMIT TO THE OFFICE OF EDUCATION--A SUMMARY OF THE PRESENT RACIAL SITUATION IN THE DISTRICT SCHOOLS, TYPES OF DESEGREGATION PLANS, ADMINISTRATIVE PRACTICES AND PUBLIC NOTIFICATION FEATURES OF SUCH PLANS, AND POLICIES ON BUSES AND BUS ROUTES. THEY ALSO DISCUSS THE REQUIREMENTS FOR TEACHER AND STAFF DESEGREGATION AND THE RATE OF DESEGREGATION BY GRADE, AND NOTE THE ACT'S PROVISION FOR CONSULT-

ANTS AND TECHNICAL ASSISTANCE. A SAMPLE OF AN OUTLINE FORM FOR COMPLIANCE INFORMATION IS INCLUDED IN THIS ARTICLE. THIS ARTICLE WAS PUBLISHED IN THE "SATURDAY REVIEW," MARCH 20, 1965. (NH)

ED020234 UD005664
HIGH PRIORITY FOR LOW LEVELS. CHILDREN AND THEIR PRIMARY SCHOOLS, REPORT III. 67, 6P.

THE PLOWDEN REPORT, A STUDY OF GOVERNMENT-SUPPORTED SCHOOLS IN ENGLAND, CONCLUDED THAT FAMILY AND HOME ENVIRONMENT ARE THE MOST SIGNIFICANT FACTORS AFFECTING SCHOOL ACHIEVEMENT, AND THAT THERE SEEMS TO BE NO RELATIONSHIP BETWEEN CLASS SIZE AND ACHIEVEMENT. ALTHOUGH CONCENTRATING ON PRIMARY SCHOOLS, THE REPORT MADE RECOMMENDATIONS ABOUT A SERIES OF ANNUAL PRIORITIES FOR THE ENTIRE SCHOOL SYSTEM. THE STUDY FOUND SERIOUS INEQUITIES IN EDUCATIONAL FACILITIES FOR DIFFERENT SOCIAL CLASSES AND, THEREFORE, PLACED HIGHEST PRIORITY ON DEVELOPING A PROGRAM OF "POSITIVE DISCRIMINATION" TO FAVOR SCHOOLS IN DISADVANTAGED AREAS. THE REPORT STRONGLY FAVORED COMPENSATORY EDUCATION AND RECOMMENDED SMALLER CLASSES, SALARY SUPPLEMENTS FOR ALL TEACHERS, USE OF TEACHER AIDES, AND NEW AND RENOVATED SCHOOL BUILDINGS. ALSO SUGGESTED WERE EXTRA EDUCATIONAL MATERIALS, PRESCHOOLS FOR 3- AND 4-YEAR-OLDS, COOPERATIVE PROGRAMS BETWEEN TEACHERS COLLEGES AND DISADVANTAGED SCHOOLS, INSERVICE TRAINING, SCHOOL SOCIAL WORK SERVICES, AND PRIORITY ATTENTION TO ESTABLISHING COMMUNITY SCHOOLS. FOR NONWHITE IMMIGRANT CHILDREN, THE REPORT RECOMMENDED COURSES IN TEACHING ENGLISH AS A SECOND LANGUAGE AND URGED THE DEVELOPMENT OF APPROPRIATE INSTRUCTIONAL MATERIALS. THIS ARTICLE WAS PUBLISHED IN THE "SOUTHERN EDUCATION REPORT," VOLUME 3, NUMBER 1, JULY-AUGUST 1967. (NH)

ED020235 UD005665
WEWAHITCHKA TOOK A CHANCE ON OBLIVION. 67, 7P.

THE SCHOOL SYSTEM IN WEWAHITCHKA, FLORIDA, WITH A LARGE NUMBER OF DISADVANTAGED STUDENTS TYPIFIED MANY OF THE PROBLEMS OF STRUGGLING RURAL AMERICAN SCHOOLS. IT WAS BESET WITH EVEN MORE CLASSROOM PROBLEMS WHEN SCHOOL AND TOWN LEADERS VOLUNTARILY DECIDED TO DESEGREGATE ALL GRADES IN AN EFFORT TO AVOID THE FINANCIAL NEED TO CONSOLIDATE WITH A NEIGHBORING COMMUNITY. (THE SHIFT TO BIRACIAL SCHOOLS OCCURRED WITHOUT INCIDENT.) FOUNDATION GRANTS PROVIDED FOR SCHOOL CONSTRUCTION AND INSERVICE TEACHER TRAINING, AND A SMALL AMOUNT OF FEDERAL FUNDS SET UP A REMEDIAL READING PROGRAM AND PERMITTED THE PURCHASE OF SOME EQUIPMENT AND LIBRARY BOOKS. MANY STUDENTS OF BOTH RACES WERE FOUND TO BE BELOW GRADE LEVEL IN COMMUNICATION SKILLS AND TO NEED INTENSIVE REMEDIATION. AMONG STAFF THERE WERE SEVERAL POORLY TRAINED OR UNCERTIFIED PERSONNEL. TEACHERS HAD BEEN OUTSPOKEN IN THEIR CRITICISM OF THE PAUCITY OF COUNTY AND STATE SCHOOL ALLOCATIONS AND OF THE ADMINISTRATIVE NEGLECT. NEVERTHELESS, TEACHERS HAVE BEEN AFFECTED POSITIVELY BY THE NEW ATMOSPHERE IN THE SCHOOLS, AND SOME INNOVATIVE EFFORTS HAVE BEEN ATTEMPTED. HOWEVER, THE BURDEN OF CULTURAL IMPOVERISHMENT AND THE LIMITED ECONOMY OF THE AREA REMAINS AS A SERIOUS HANDICAP TO THE POTENTIAL FOR EDUCATION IN THIS TOWN. THIS ARTICLE WAS PUBLISHED IN THE "SOUTHERN EDUCATION REPORT," VOLUME 3, NUMBER 1, JULY-AUGUST 1967. (NH)

ED020242 UD005679
MEASUREMENT AND EVALUATION, 1966-67 (P.L. 89-10, TITLE I). ANNUAL REPORT. 01DEC67, 121P.

IN THIS ANNUAL EVALUATION REPORT THE COMPENSATORY EDUCATION ACTIVITIES AND METHODS OF ELEMENTARY AND SECONDARY EDUCATION ACT TITLE I PROGRAMS IN GEORGIA ARE DESCRIBED ACCORDING TO THE FORMAT STIPULATED BY THE OFFICE OF EDUCATION. THE EXTENSIVE STATISTICAL DATA WHICH CONSTITUTE THE BULK OF THE REPORT GIVE ACHIEVEMENT TEST RESULTS, ATTENDANCE AND DROPOUT RATES, AND THE AMOUNT OF THE PARTICIPANTS' HIGHER EDUCATION. SPECIAL REPORTS, WHICH CONTAIN DATA, ARE PROVIDED ON SCHOOL FOOD SERVICES AND SPECIAL EDUCATION PROGRAMS FOR HANDICAPPED CHILDREN. AMONG MAJOR ACHIEVEMENTS, IT IS REPORTED THAT READING PROGRAMS HAVE RAISED STUDENTS' ACHIEVEMENT LEVEL, THE USE OF TEACHER AIDES HAS BEEN EFFECTIVE, AND SUMMER SCHOOL PROGRAMS HAVE BEEN A SUCCESS. IT IS ALSO FELT THAT TITLE I EXPENDITURES ON EARLY CHILDHOOD EDUCATION HAVE ENCOURAGED THE INSTITUTION OF STATEWIDE PUBLIC KINDERGARTENS. (LB)

ED020244 UD005696
TITLE I, MEETING THE CHALLENGE OF THE DISADVANTAGED CHILD, A REVIEW OF SELECTED PROJECTS IN THE STATE OF VERMONT, 1965-1966. AUG66, 26P.

PRESENTED ARE DESCRIPTIONS OF 18 TYPICAL PROJECTS IN VERMONT WHICH WERE DEVELOPED WITH ELEMENTARY AND SECONDARY EDUCATION ACT TITLE I FUNDS. ARRANGED BY CITY OR TOWN, EACH BRIEF PROJECT RESUME PRESENTS A STATEMENT ABOUT THE NEED AND SUBSTANTIATION (BASELINE DATA), TITLE, PROJECT DESCRIPTION, PROPOSED EVALUATION METHODS, AND COST. OVERALL, THE GREATEST PRIORITY WAS GIVEN TO REMEDIATION IN BASIC SKILLS. (NH)

ED020246 UD005698
1967-1968 UPWARD BOUND PROPOSAL AND STATEMENTS. (TITLE SUPPLIED). 67, 43P.

THIS DOCUMENT IS A PROPOSAL FOR THE CONTINUATION OF THE UPWARD BOUND SUMMER RESIDENTIAL AND ACADEMIC-YEAR PROGRAMS AT SAN FRANCISCO STATE COLLEGE. TO PREPARE DISADVANTAGED HIGH SCHOOL STUDENTS FOR HIGHER EDUCATION, THE PROJECT WILL OFFER REMEDIAL WORK AND COUNSELING SERVICES. INCLUDED IN THE SUMMER CURRICULUM WILL BE A COMMUNICATIONS CORE COURSE, ELECTIVE COURSES, AND COLLEGE AUDIT COURSES. DURING THE ACADEMIC YEAR PARENTS AND STUDENTS FROM TARGET HIGH SCHOOLS WILL WORK WITH PROGRAM STAFF TO FORMULATE AND REVIEW PLANS FOR THE SUMMER PHASE. STUDENTS WILL BE ENCOURAGED TO RAISE THEIR ASPIRATION LEVELS AND TO IDENTIFY WITH THE ROLE OF A COLLEGE STUDENT. THE PROPOSAL ALSO DESCRIBES THE QUALIFICATIONS OF THE COLLEGE FOR RUNNING THE PROGRAM, THE AREA AND POPULATION TO BE SERVED, AND THE COLLEGE'S COMMITMENT TO THE UPWARD BOUND STUDENTS. APPENDIXES OFFER INFORMATION ABOUT ADVISORY AND POLICY COMMITTEES, AND STAFF ROLES AND RESPONSIBILITIES. ALSO INCLUDED ARE TWO BRIEF STATEMENTS ABOUT THE PROGRAM. (NH)

ED020249 UD005718
TO HELP THEM ACHIEVE, THE ACADEMIC TALENT SEARCH PROJECT. 66, 110P.

THIS REPORT DESCRIBES A 1964-66 PROJECT TO BRING HIGHLY MOTIVATED DISADVANTAGED HIGH SCHOOL GRADUATES TO FULL MATRICULATION AT BROOKLYN COLLEGE. THE INSTRUCTIONAL PROGRAM OFFERED STUDENTS IN-DEPTH COUNSELING, ENROLLMENT IN SOME OF THE COLLEGE'S REGULAR COURSES, AND INDIVIDUALIZED INSTRUCTION. FIRST-YEAR ENGLISH AND MATHEMATICS CLASSES WERE LIMITED TO TEN STUDENTS. SYMPATHETIC AND EFFECTIVE INSTRUCTORS, ATTENTION TO STUDENTS' ECONOMIC SITUATION AND VOCATIONAL OBJECTIVES, AND JOB PLACEMENT WERE OTHER FEATURES OF THE PROGRAM. OBJECTIVE TEST DATA REVEALED THAT AFTER TWO YEARS THE STUDENTS WERE APPROXIMATELY AT THE LEVEL OF BEGINNING COLLEGE FRESHMEN. THE AVERAGE GRADE INDEX WAS BETWEEN A "C" AND A "D". OF THE 42 STUDENTS WHO INITIALLY ENROLLED IN THE PROGRAM, 31 REMAINED THROUGH JUNE 1966. THE SOCIAL AND PERSONAL CHARACTERISTICS OF THE STUDENT PARTICIPANTS, THE ENGLISH AND MATHEMATICS TUTORIAL PROGRAM, COUNSELING SERVICES, AND PROGRAM COSTS ARE DESCRIBED IN THE REPORT. (AF)

ED020250 UD005721
GREAT CITIES IMPROVEMENT PROGRAM, A ST. LOUIS PROJECT PROPOSAL. THE SCHOOL AND COMMUNITY WORK-RELATED EDUCATION PROGRAM. DEC59, 13P.

PROPOSED IS A COOPERATIVE SCHOOL-COMMUNITY PROJECT TO DEVELOP AN EDUCATIONAL IMPROVEMENT AND VOCATIONAL TRAINING PROGRAM FOR DISADVANTAGED YOUTH IN THE INNER CORE OF ST. LOUIS. THE TARGET POPULATION IS A GROUP OF RELUCTANT, UNDERACHIEVING LEARNERS IN THE HIGH SCHOOLS. A SCHOOL-WORK PROGRAM WILL PROVIDE PART-TIME JOBS FOR 300 PUPILS, WHO WILL BE CAREFULLY SUPERVISED. PROJECT PERSONNEL WILL INCLUDE TEACHERS, PARENTS, EMPLOYERS, AND LABOR ORGANIZATIONS. COUNSELOR-WORK COORDINATORS WILL DEVELOP JOB OPPORTUNITIES, PERFORM COMMUNITY RELATIONS FUNCTIONS, AND COUNSEL STUDENTS AND TEACHERS. THEY WILL ALSO SERVE AS LIAISON WITH PARENTS. CLASSROOM TEACHERS AND SOME SPECIALISTS WILL TEACH BASIC SKILLS AND "PRACTICAL ARTS" ON AN INDIVIDUALIZED BASIS. (NH)

ED020251 UD005731
A SPECIAL PROGRAM FOR IN-MIGRANT AND TRANSIENT CHILDREN IN DEPRESSED AREAS. PROJECT PROPOSAL. 14P.

PROPOSED IS THE ESTABLISHMENT OF SIX EXPERIMENTAL CENTERS IN MILWAUKEE TO WHICH IN-MIGRANT CHILDREN WOULD BE REFERRED WHEN APPLYING FOR PUBLIC SCHOOL ADMISSION. BECAUSE THE SCHOOLS FACE SO MANY PROBLEMS IN PROPERLY PLACING THESE CHILDREN, INITIAL ENTRY INTO AN ORIENTATION CENTER WHICH WOULD STUDY, TEST, AND OFFER REMEDIATION WHEN NECESSARY SEEMS ADVISABLE. WHEN THEY ARE READY, THE CHILDREN WILL BE SHIFTED TO THE APPROPRIATE REGULAR OR SPECIAL CLASSES. THE EDUCATIONAL PROGRAM WILL BE SPECIALLY DESIGNED FOR THESE CHILDREN, AND PSYCHOLOGICAL AND SOCIAL SERVICES WILL BE AVAILABLE. CLASSROOM ACTIVITIES WILL INCLUDE USE OF AUDIOVISUAL MATERIALS IN TEACHING BASIC SKILLS AND INSTRUCTION IN ENGLISH USAGE. PARENT INVOLVEMENT WILL ALSO BE AN INTEGRAL FEATURE. STAFF WILL INCLUDE REGULAR SCHOOL PERSONNEL ASSIGNED TO THE PROJECT, A SOCIAL WORKER-COORDINATOR, A PSYCHOLOGIST, AND A LANGUAGE SPECIALIST. INSERVICE TEACHER EDUCATION ACTIVITIES WILL BE PART OF THE PROJECT. A REQUEST FOR FUNDING FOR THREE YEARS IS MADE TO PERMIT A FAIR EVALUATION OF THE PROJECT'S EFFECTIVENESS. (NH)

ED020252 UD005732
THE USE OF TEACHING TEAMS TO IMPROVE THE EDUCATION OF IN-MIGRANT, TRANSIENT PUPILS IN DEPRESSED AREAS. PROJECT PROPOSAL. 60, 12P.

PROPOSED IS A PROJECT TO REORGANIZE THE LEARNING ENVIRONMENT IN FIVE DISADVANTAGED AREA ELEMENTARY SCHOOLS SERVING IN-MIGRANT, TRANSIENT CHILDREN. IT IS BELIEVED THAT THESE STUDENTS WILL IMPROVE THEIR ACHIEVEMENT IN ENGLISH, SOCIAL STUDIES, AND ARITHMETIC. NEW TEACHING METHODS WILL BE DEVELOPED, AND PARENTS WILL BE ENCOURAGED TO PLACE A GREATER VALUE ON EDUCATION. THE PROJECT WILL ALSO OFFER AN INCENTIVE TO OUTSTANDING TEACHERS TO BECOME "MASTER" TEACHERS INSTEAD OF ADMINISTRATORS. TEACHING TEAMS, ORGANIZED ON THE PRIMARY, INTER-

MEDIATE, AND INTERSCHOOL LEVELS, WILL BE COMPOSED OF A LEADER, SEVERAL REGULAR TEACHERS, A PARAPROFESSIONAL, AND STUDENT TEACHER AIDES. OTHER PERSONNEL WILL INCLUDE A PROJECT DIRECTOR, SUPERVISORS, A PSYCHOLOGIST, CONSULTANTS, TUTORS, A SCHOOL-HOME LIAISON PERSON, AND EVENING SCHOOL STAFF FOR ADULT EDUCATION. THERE WILL ALSO BE TUTORIAL PLACEMENT FOR GIFTED STUDENTS, INTENSIVE REMEDIAL EFFORTS, AND GREATER STRESS ON ENGLISH FOR ALL STUDENTS. (NH)

ED020261 UD005763
THE AMENDMENTS AND THE STATES. 68, 40P.

OUTLINED IN THIS REPORT ARE PLANS FOR IMPLEMENTING THE DECEMBER 1967 CONGRESSIONAL REQUIREMENT THAT 75 PERCENT OF ELEMENTARY AND SECONDARY EDUCATION ACT, TITLE III FUNDS BE ADMINISTERED BY THE STATES. TITLE III AUTHORIZES FEDERAL FUNDING OF SUPPLEMENTARY EDUCATIONAL CENTERS AND OTHER INNOVATIVE PROJECTS TO IMPROVE EDUCATION. SPECIFICALLY DISCUSSED ARE (1) STATE PLANS FOR THE ADMINISTRATION OF THESE FUNDS, (2) ARGUMENTS FOR AND AGAINST STATE CONTROL, AND (3) MULTIDISTRICT COOPERATION IN THE IMPLEMENTATION OF TITLE III. A PROFILE OF TITLE III COORDINATORS AND THE COMPLETE TEXT OF THE DECEMBER 1967 AMENDMENTS ARE ALSO FURNISHED. THIS DOCUMENT IS THE "PACEREPORT," JANUARY-FEBRUARY 1968. (LB)

ED020265 UD005776
DECLINE AND CRISIS IN BIG-CITY EDUCATION. MAR67, 6P.

CURRENT POPULATION TRENDS HAVE CREATED VAST EDUCATIONAL PROBLEMS IN LARGE URBAN CENTERS. WHILE THOUSANDS OF LOW-INCOME PUERTO RICANS AND NEGROES HAVE MIGRATED TO CENTRAL-CITY AREAS, WHITE MIDDLE-CLASS PERSONS AND EXPANDING INDUSTRIES CONTINUE TO RELOCATE IN THE SUBURBS. AT LEAST THREE OUT OF EVERY 10 PUBLIC SCHOOL PUPILS ATTEND SCHOOLS IN LARGE-CITY SYSTEMS. HOWEVER, BECAUSE GOOD TEACHERS ARE FREQUENTLY DRAWN TO THE MORE PRESTIGIOUS SUBURBS WHERE HIGHER SALARIES ARE OFFERED, LARGE-CITY SCHOOLS ARE UNDERSTAFFED AND OVERCROWDED. MOREOVER, LARGE-CITY SYSTEMS, UNLIKE THE MORE AUTONOMOUS SUBURBAN AND SMALL-CITY SCHOOLS, ARE LARGELY CONTROLLED BY THE GENERAL MUNICIPAL GOVERNMENT AND BY CITY BUSINESSMEN WHO ARE CONCERNED WITH LOWERING TAXES AND "PREVENTING IDEOLOGICAL HERESY." ALTHOUGH SCHOOLS IN SMALL CITIES REMAIN STRONG AND CONTINUE TO FUNCTION DEMOCRATICALLY, SMALL CITIES THEMSELVES ARE A VANISHING ENTITY. EDUCATIONAL POLICY MAKERS MUST THEREFORE BEGIN TO FORMULATE POLICIES IN KEEPING WITH THE INCREASING NUMBER OF SCHOOLS IN LARGE CITIES. THIS ARTICLE WAS PUBLISHED IN "PHI DELTA KAPPAN," VOLUME 48, NUMBER 7, MARCH 1967. (LB)

ED020267 UD005778
NASHVILLE, EXPERIMENT IN URBAN SCHOOL CONSOLIDATION. EGERTON, JOHN; LEESON, JIM, MAR67, 3P.

THE BIGGEST CHANGE WHICH RESULTED FROM THE CONSOLIDATION OF NASHVILLE AND DAVIDSON COUNTY, TENNESSEE, INTO ONE GOVERNMENTAL UNIT WAS THE CREATION OF A UNIFIED SCHOOL SYSTEM. NOW, ALL BUT ONE MEMBER OF THE NEW METRO BOARD OF EDUCATION ARE NEW APPOINTEES, AS IS THE DIRECTOR OF THE SCHOOL SYSTEM. UNDER THIS NEW LEADERSHIP BROAD CHANGES IN THE PREVIOUSLY "MEDIOCRE OR WORSE" EDUCATIONAL QUALITY OF THE SCHOOLS HAVE BEEN INSTITUTED. AMONG THE ACCOMPLISHMENTS OF THE NEW ADMINISTRATION ARE INCREASED TAX REVENUES AND SCHOOL ALLOCATIONS, GAINS IN DESEGREGATING THE SCHOOLS AND FACULTIES, CHANGES IN PURCHASING AND MANAGEMENT PROCEDURES, AND THE REDISTRIBUTION OF FUNDS IN FAVOR OF DISADVANTAGED SCHOOLS. WITH STRONG BACKING FROM THE MAYOR, THE SCHOOL SUPERINTENDENT IS NOW PLANNING TO REJUVENATE THE CURRICULUM. THIS ARTICLE WAS PUBLISHED IN "PHI DELTA KAPPAN," VOLUME 48, NUMBER 7, MARCH 1967. (NH)

ED020287 UD006034
THE STATE LEVEL PROBLEMS ASSOCIATED WITH ASSESSMENT OF THE IMPACT OF TITLE I. SYMPOSIUM. 67, 24P.

OUTLINED IN THIS REPORT ARE STATE AND LOCAL PROBLEMS ASSOCIATED WITH ELEMENTARY AND SECONDARY EDUCATION ACT TITLE I PROGRAM OBJECTIVES, SPECIALIZED PERSONNEL, DATA COLLECTION AND ANALYSIS, AND STABILITY OF ADMINISTRATION AND FUNDING. AMONG THE PROPOSALS FOR DEALING WITH THESE PROBLEMS ARE SUGGESTIONS FOR REGIONAL OFFICES TO ADMINISTER AND EVALUATE TITLE I PROGRAMS AND FOR A NATIONAL REVIEW PANEL TO MAKE PROGRAM RECOMMENDATIONS TO CONGRESS. THE STANDARDIZATION OF DATA COLLECTION PROCEDURES AND THE DEVELOPMENT OF INFORMATION FEEDBACK ARE ALSO RECOMMENDED. (LB)

ED020290 UD006146
COMMUNITY SERVICE THROUGH SHELTERED WORK EXPERIENCE. FINAL REPORT, AUGUST 15, 1966 THROUGH JUNE 15, 1967. SHERMAN, MARCELLA; DOYLE, JAMES, 27SEP67, 37P.

THIS REPORT DESCRIBES THE PRELIMINARY STAGES AND ACTUAL OPERATION OF A NEIGHBORHOOD YOUTH CORPS (NYC) PROJECT IN SAN JOSE, CALIFORNIA, FUNDED UNDER TITLE III OF THE ELEMENTARY AND SECONDARY EDUCATION ACT. HIGH-SCHOOL-AGE NYC BOYS THOROUGHLY RECONDITIONED FIVE DETERIORATED HOMES IN A RELATIVELY NEW HOUSING DEVELOPMENT. NYC GIRLS FURNISHED THE FIRST RECONDITIONED HOUSE AS A DAY CARE CENTER FOR THE NEIGHBORHOOD PRESCHOOL CHILDREN, WHO ALSO PARTICIPATED IN A MEDICAL SCREENING PROGRAM. IN ADDITION TO RECEIVING WORK EXPERIENCE, PARTICIPANTS WERE GIVEN VOCATIONAL COUNSELING AND WERE PAID FOR THEIR WORK IN THE PROJECT. ALTHOUGH NO OBJECTIVE MEASUREMENT OF THE PROJECT'S EFFECTIVENESS WAS ATTEMPTED, IT IS FELT TO BE SIGNIFICANT THAT NONE OF THE PARTICIPATING YOUTHS DROPPED OUT OF SCHOOL DURING THE YEAR. (LB)

ED020301 VT001302
INTRODUCTION TO CRITICAL PATH SCHEDULING. HITCHCOCK, R.P.; BLISS, SHIRLEY, 64, 87P.

INFORMATION IS PRESENTED FOR STUDENT USE IN LEARNING PROGRAM EVALUATION AND REVIEW TECHNIQUE (PERT), A PROJECT MANAGEMENT SYSTEM USED TO PLAN, CONTROL, AND EVALUATE PROJECTS. THE MATERIAL WAS PREPARED IN THE IBM DISTRICT 15 EDUCATIONAL CENTER TO BE USED IN VOCATIONAL CLASSES. THE TECHNIQUE WAS DEVELOPED DURING 1958 BY THE NAVY FOR APPLYING STATISTICAL AND MATHEMATICAL TECHNIQUES TO PROJECT MANAGEMENT FOR A LARGE WEAPONS SYSTEM, THE POLARIS MISSILE AND SUBMARINE. THE OBJECTIVES OF THE TEXT ARE TO (1) INTRODUCE THE STUDENT TO PERT CONCEPTS, (2) PROVIDE PROBLEMS AND EXAMPLES THAT WILL SOLIDIFY HIS LEARNING, (3) DEMONSTRATE HOW A COMPUTER IS USED WITH PERT, AND (4) ASSEMBLE INFORMATION ABOUT THE ENTIRE PERT CYCLE IN ONE SOURCE. UPON COMPLETION OF THE COURSE THE STUDENT SHOULD BE ABLE TO SELECT A PROJECT WHERE PERT MAY BE BENEFICIAL, USE PERT IN PLANNING AND SCHEDULING THE PROJECT, APPLY COSTS TO A PERT PROJECT, AND PROVIDE MANAGEMENT WITH USEFUL INFORMATION DISPLAYS. SECTIONS OF THE TEXT COVER--(1) GENERAL INFORMATION, (2) PROJECT PLANNING, (3) PROJECT TIME SCHEDULING, (4) RESOURCE SCHEDULING, AND (5) PROJECT CONTROL. DIAGRAMS, GLOSSARIES, TABLES, AND REFERENCES ARE INCLUDED. (FP)

ED020377 VT004735
SOURCE AND EXTENT OF ECONOMIC COMMITMENTS TO PUBLIC VOCATIONAL EDUCATION IN MINNESOTA AND THEIR EFFECTS ON THE NATURE OF TRAINING OPPORTUNITIES. 66, DOCUMENT NOT AVAILABLE FROM EDRS.

THE PURPOSE OF THE STUDY WAS TO EXAMINE THE ECONOMIC COMMITMENT TO PUBLIC VOCATIONAL EDUCATION IN MINNESOTA HIGH SCHOOLS PRIOR TO THE VOCATIONAL EDUCATION ACT OF 1963 AND THE EFFECTS OF THIS COMMITMENT IN TERMS OF PROGRAM OFFERINGS AND STUDENTS SERVED. DATA WERE OBTAINED FROM 444 OF THE 453 MINNESOTA SCHOOL DISTRICTS. IN ADDITION, SENIORS ENROLLED IN VOCATIONAL AGRICULTURE AND DISTRIBUTIVE EDUCATION IN A STRATIFIED RANDOM SAMPLE OF 31 HIGH SCHOOLS WERE STUDIED WITH RESPECT TO ACHIEVEMENT AND APTITUDE. ADJUSTED ASSESSED VALUATION PER PUPIL IN THE SCHOOL DISTRICTS RANGED FROM $1,868 TO $22,341. WEALTHIER DISTRICTS OFFERED RELATIVELY MORE VOCATIONAL EDUCATION. HOWEVER, SCHOOL DISTRICT WEALTH WAS INDEPENDENT OF SCHOOL SIZE, AND SMALLER DISTRICTS OFFERED RELATIVELY MORE VOCATIONAL EDUCATION. VOCATIONAL AGRICULTURE OFFERINGS WERE POSITIVELY RELATED TO VOCATIONAL EDUCATION ENROLLMENT RATIO. SENIOR VOCATIONAL EDUCATION STUDENTS HAD LOWER APTITUDE SCORES BUT CLOSE TO AVERAGE ACHIEVEMENT WHEN COMPARED WITH ALL MINNESOTA SENIORS. APTITUDE AND ACHIEVEMENT WERE INDEPENDENT OF ECONOMIC AND ENROLLMENT VARIABLES. THE FINDINGS SUGGEST THAT ECONOMIC AND STUDENT VARIABLES MIGHT OFFER AN APPROACH TO EVALUATING VOCATIONAL EDUCATION AND THAT STUDY SHOULD BE GIVEN TO FEDERAL FUND ALLOCATION TO LOCAL SCHOOL DISTRICTS FOR VOCATIONAL EDUCATION ON AN EQUALIZATION BASIS. THIS PH.D. THESIS, SUBMITTED TO UNIVERSITY OF MINNESOTA, IS AVAILABLE AS 66-12229 FOR $3.00 ON MICROFILM AND FOR $6.00 AS XEROXED COPY FROM UNIVERSITY MICROFILMS, INC., 300 NORTH ZEEB ROAD, ANN ARBOR, MICHIGAN 48106. (JM)

ED020413 VT005256
VOCATIONAL EDUCATION FOR RURAL AMERICA. YEARBOOK, 1958-59. 59, 355P. HC NOT AVAILABLE FROM EDRS.

A YEARBOOK ADVISORY COMMITTEE, APPOINTED BY NATIONAL EDUCATION ASSOCIATION'S DEPARTMENT OF RURAL EDUCATION AND AMERICAN VOCATIONAL ASSOCIATION MEMBERS, APPROVED THE OUTLINE, ASSISTED IN SELECTING AUTHORS, AND REVIEWED MANUSCRIPTS FOR THIS YEARBOOK ON VOCATIONAL EDUCATION FOR RURAL AREAS. THE DISCUSSION IS IN TERMS OF THE UNIFYING THEME THAT DESCRIBES THE PROBLEMS OF RURAL EDUCATION--THE MALDISTRIBUTION OF HUMAN, ECONOMIC, AND EDUCATIONAL RESOURCES. PART I, WHICH TREATS THE ENVIRONMENT IN WHICH VOCATIONAL EDUCATION IS OFFERED IN AMERICAN SOCIETY, COVERS ITS HISTORY, AFFECTING FORCES, PROBLEMS OF ACCOMMODATION, INSTRUCTIONAL LEVELS, FINANCE, ADMINISTRATION, AND ITS FUTURE. PART II PRESENTS THE CONTRIBUTIONS AND OPPORTUNITIES IN (1) AGRICULTURAL, BUSINESS, DISTRIBUTIVE, HOMEMAKING, TRADES AND INDUSTRIAL EDUCATION, (2) INDUSTRIAL ARTS, AND (3) VOCATIONAL GUIDANCE. THE FINAL CHAPTER EXAMINES THE CRITICAL ISSUES IN VOCATIONAL EDUCATION. OFFICIAL RECORDS AND LISTS OF OFFICERS AND MEMBERS OF THE DEPARTMENT OF RURAL EDUCATION ARE LISTED. THIS DOCUMENT IS AVAILABLE FOR $4.00 FROM DEPARTMENT OF RURAL EDUCATION, NATIONAL EDUCATION ASSOCIATION, 1201 SIXTEENTH STREET, N.W., WASHINGTON, D.C. 20006. (JM)

ED020414 VT005267
REPORT ON NEW YORK STATE DATA FROM A NATIONAL FOLLOW-UP STUDY OF HIGH SCHOOL LEVEL T AND I VOCATIONAL GRADUATES. MAY67, 178P.

A NATIONAL FOLLOWUP STUDY OF TRADE AND INDUSTRIAL VOCATIONAL GRADUATES FROM 100 SELECTED SCHOOLS WAS MADE TO (1) DESCRIBE THE POST-HIGH SCHOOL EDUCATIONAL AND VOCATIONAL EXPERIENCE OF A GROUP OF TRADE AND INDUSTRIAL VOCATIONAL COURSE GRADUATES FROM THE CLASSES OF 1953, 1958, AND 1962, (2) COMPARE VOCATIONAL COURSE GRADUATES FROM COMPREHENSIVE HIGH SCHOOLS WITH THOSE FROM VOCATIONAL HIGH SCHOOLS, AND (3) COMPARE VOCATIONAL WITH ACADEMIC COURSE GRADUATES IN TERMS OF RELEVANT POST-HIGH SCHOOL OCCUPATIONAL AND NONOCCUPATIONAL VARIABLES. THE NEW YORK SAMPLE OF EIGHT PARTICIPATING HIGH SCHOOLS WAS A CLOSE APPROXIMATION OF THE STRUCTURE OF THE NATIONAL SAMPLE. COMPARED WITH THE NATIONAL SAMPLE, THE NEW YORK GRADUATES' VOCATIONAL COURSE SELECTION WAS LESS INFLUENCED BY JOB OPPORTUNITIES, FRIENDS, AND TEACHERS AND MORE INFLUENCED BY COUNSELORS, BOOKS, AND MAGAZINES. VOCATIONAL GRADUATES OBTAINED JOBS MORE QUICKLY THAN NONCOLLEGE-BOUND ACADEMIC GRADUATES. THEY FELT THAT THEY WERE WELL-PREPARED FOR THEIR CHOSEN OCCUPATION, AND THEIR STARTING SALARIES SURPASSED THOSE OF ACADEMIC GRADUATES. THE GRADUATES WHO ENTERED THE SAME OR A HIGHLY RELATED JOB FOR WHICH THEY RECEIVED TRAINING WERE MORE SATISFIED WITH THEIR JOBS THAN GRADUATES IN SLIGHTLY RELATED OR UNRELATED JOBS. THE VOCATIONAL GRADUATES SHOWED A HIGH LEVEL OF EMPLOYMENT SECURITY, WITH 80 PERCENT OF THE 1953 GRADUATES HOLDING FOUR OR FEWER FULL-TIME JOBS SINCE GRADUATION. ALTHOUGH 70.2 PERCENT WENT DIRECTLY TO WORK, THERE WAS A SUGGESTION OF A DECREASE IN THE NUMBER OF VOCATIONAL GRADUATES GOING DIRECTLY TO WORK AND AN INCREASE IN THE NUMBER GOING TO COLLEGE. A SUMMARY OF THE NEW YORK DATA IS GIVEN IN VT 005 266. (HC)

ED020462 AC002138
TEACHER ASSISTANT TRAINING PROGRAM, DESCRIPTION OF PROGRAM AND RESULTS AND CURRICULUM GUIDE. FINAL REPORT.
GAINES, EDITH; AND OTHERS. 67, 109P.

THE TEACHER ASSISTANT TRAINING PROGRAM WAS A JOINT EFFORT BY CASE WESTERN RESERVE UNIVERSITY, CUYAHOGA COUNTY WELFARE DEPARTMENT, AND THE CLEVELAND BOARD OF EDUCATION TO TRAIN 80 WELFARE CLIENTS, IN A FIVE MONTH PROGRAM, AS ELEMENTARY SCHOOL TEACHER AIDES IN THE CLEVELAND SCHOOL SYSTEM, TO ENABLE THEM TO BECOME SELF SUPPORTING, AND TO DEVELOP AND TEST A TRAINING CURRICULUM. THE PROGRAM CONSISTED OF 17 HOURS A WEEK OF FIELD WORK IN A CLASSROOM AND 10-12 HOURS A WEEK IN SMALL GROUP INSTRUCTION AT THE UNIVERSITY. TRAINEES WERE DIVIDED INTO EIGHT GROUPS, EACH SUPERVISED BY A CORE LEADER, TO INTEGRATE FIELD AND CLASSROOM LEARNING AND TO BUILD MORALE AND SELF CONFIDENCE. THERE WAS AN ORIENTATION PROGRAM FOR FIELD PLACEMENT TEACHERS AND CORE LEADERS. CLASSROOM TEACHERS AND CORE LEADERS EVALUATED THE TRAINEES. IT WAS RECOMMENDED THAT THE PROGRAM BE INCREASED TO NINE MONTHS AND THAT SPECIAL EMPHASIS BE PLACED ON HEALTH, CHILD CARE, AND COUNSELING SERVICES. (SUGGESTED ACTIVITIES FOR CLASSROOM AIDES, VISION TESTS AND EYE EXERCISES, AND THE FIELD PLACEMENT RATING SCALE ARE GIVEN. THE CURRICULUM FOR ART, CLERICAL SKILLS, CHILD DEVELOPMENT, LANGUAGE ARTS, SOCIAL STUDIES, SCIENCE, AND MATHEMATICS IS OUTLINED. APPENDIXES INCLUDE RECOMMENDED MOVIES, CLASSROOM TASKS, GUIDELINES FOR OBSERVATION, ROLE RELATIONSHIPS, AND LIP AND TONGUE EXERCISES. DOCUMENT INCLUDES SEVEN TABLES.) (AJ)

ED020467 AC002162
ELEVEN BROADCASTING EXPERIMENTS.
FEB68,
DOCUMENT NOT AVAILABLE FROM EDRS.

A REVIEW IS MADE OF EXPERIMENTAL COURSES COMBINING THE USE OF RADIO, TELEVISION, AND CORRESPONDENCE STUDY AND GIVEN BY THE NATIONAL EXTENSION COLLEGE IN ENGLAND. COURSES INCLUDED ENGLISH, MATHEMATICS, SOCIAL WORK, PHYSICS, STATISTICS, AND COMPUTERS. TWO METHODS OF LINKING CORRESPONDENCE COURSES TO BROADCASTS WERE USED--IN MATHEMATICS AND SOCIAL WORK COURSES, EACH LESSON AND WORKSHEET WERE RELATED TO A SPECIFIC TELEVISION LESSON WHILE IN ENGLISH, GEOGRAPHY, AND PHYSICS LESSONS A LOOSER LINK EXISTED SINCE THE LESSONS APPROACHED THE SUBJECT CONCENTRICALLY. DIFFICULTIES MET WITH INCLUDED REPRODUCTION OF MATERIALS, TIMING, AND LACK OF FLEXIBILITY IN SCHEDULING. STUDENTS INDICATED THAT THEY WANTED EACH LESSON TO BE LONGER AND BROADCAST AT PEAK VIEWING HOURS. THEY FELT IT WAS WASTEFUL TO HAVE PICTORIAL VISUAL MATERIAL, PRACTICAL APPLICATION OF PHYSICS, AND STUDENT PARTICIPATION IN LESSONS. THROUGH CORRESPONDENCE, PERSONAL GUIDANCE WAS PROVIDED, ALSO A DETAILED GUIDE TO SUBJECT MATTER AND A PERMANENT RECORD OF THE COURSE. IT WAS ESTIMATED THAT THE COMBINATION COURSES WERE MORE EXPENSIVE THAN TRADITIONAL CLASS METHODS. THIS ARTICLE APPEARED IN HOME STUDY, NUMBER 4, FEBRUARY 1968. IT IS AVAILABLE FROM THE NATIONAL EXTENSION COLLEGE, SHAFTESBURY ROAD, CAMBRIDGE, ENGLAND. 7 PAGES. (PT)

ED020560 EA001353
A DYNAMIC GENERAL PLANNING MODEL FOR THE HAWAII DEPARTMENT OF EDUCATION.
1NOV67, 22P.

A PLANNING MODEL IS SUGGESTED FOR THE STATE DEPARTMENT OF EDUCATION SO THAT CHANGES IN THE SYSTEM AND THE PROGRAM CAN BE MOST EFFECTIVELY ACCOMPLISHED FOR THE REALIZATION OF LONG-RANGE AIMS, INTERMEDIATE GOALS, AND IMMEDIATE OBJECTIVES. STEPS TO CONSIDER INCLUDE EVALUATION OF RESOURCES, MATCHING RESOURCES WITH AIMS, AND FORMULATING PLANS. A VITAL PART OF THE MODEL IS A COMPREHENSIVE INFORMATION SYSTEM COMPOSED OF SIX MAJOR SUB-SYSTEMS--PUPIL PERSONNEL, STAFF PERSONNEL, MATERIEL, CURRICULUM AND INSTRUCTIONAL PROGRAMS, PHYSICAL FACILITIES, AND BUDGET AND FINANCE. FEEDBACK LOOPS MUST BE ACCURATE, UP-TO-DATE, USABLE, AND RELEVANT TO THE PLAN OR SET OF PLANS UNDER CONSIDERATION. A PLANNING SPHERE IS CONCEPTUALIZED TO LINK IDEAS AND ARRANGEMENTS NECESSARY TO IMPLEMENT THE PLAN. A FRAMEWORK OF RELATIONSHIPS IS PROPOSED, OUTLINING A TAXONOMY OF PROGRAMS--THOSE THAT ARE OPERATIONAL AND THOSE THAT ARE SUPPORTIVE AS WELL AS THOSE WHOSE PLANS AND BUDGETS ARE ON THE STATE LEVEL AND ON THE LEVEL OF THE INDIVIDUAL SCHOOL. EA 001 354 IS A RELATED DOCUMENT. (JK)

ED020562 EA001355
THE SCHOOL PERSONNEL ADMINISTRATOR.
JAN68,
DOCUMENT NOT AVAILABLE FROM EDRS.

FROM BOTH PRESENT AND FUTURE PERSPECTIVES, TWO PAPERS ATTEMPT TO ASSESS AND PREDICT THE CHANGING ROLE OF THE PUBLIC SCHOOL PERSONNEL ADMINISTRATOR OR DIRECTOR. THE ROLE IS DEFINED AS IT RELATES BOTH TO THE MORE TRADITIONAL RESPONSIBILITIES OF A GENERALIST AND TO THE MORE SPECIALIZED RESPONSIBILITIES OF AN EXPERT. FUNCTIONS OF THE POSITION ARE IDENTIFIED FROM A REVIEW OF THE LITERATURE AND FROM AN EVALUATION OF THE PERSONNEL ADMINISTRATOR'S STATUS, HIS GENERAL STAFF RESPONSIBILITIES, AND HIS ASSIGNMENTS OF STAFFING THE SCHOOLS, PARTICIPATING IN COLLECTIVE NEGOTIATIONS INVOLVING SCHOOL PERSONNEL, AND MAINTAINING OR INCREASING HIS PROFESSIONAL EXPERTISE. PROJECTIONS OF THE POSITION INCLUDE ITS DEVELOPMENT FOR MAXIMUM EFFECTIVENESS, CONSIDERING SUCH FACTORS AS POPULATION GROWTH, COMPUTERIZED INFORMATION AS AN EDUCATIONAL TOOL, CHANGES IN THE TEACHER ROLE, AND BETTER AND MORE EXTENSIVE PERSONNEL DATA. THIS DOCUMENT IS AVAILABLE FROM THE BUREAU OF EDUCATIONAL RESEARCH AND SERVICES, ARIZONA STATE UNIVERSITY, TEMPE, ARIZONA 85281, FOR $1.50. (JK)

ED020563 EA001357
THE FINANCIAL PHASE OF LONG RANGE PLANNING FOR PUBLIC SCHOOLS--PRESENTING A METHOD FOR PROJECTION. JAN68, 18P.

THIS DOCUMENT PRESENTS A METHOD FOR ESTIMATING FUTURE FINANCIAL NEEDS AND RESOURCES IN A LONG-RANGE PLAN FOR SCHOOL DISTRICTS. REQUIRED ASSUMPTIONS FOR A 10-YEAR PROJECTION ARE DISCUSSED AND SPECIFIC ADVICE ON COMPUTING THE NECESSARY ELEMENTS IS GIVEN. DIFFICULTIES ASSOCIATED WITH EACH ELEMENT ARE EMPHASIZED, AND SOME SOLUTIONS ARE PROPOSED. ATTENTION IS GIVEN TO THE NEED FOR EVALUATING PROJECTED AND ACTUAL INCOME AND COSTS AT THE CLOSE OF EACH FISCAL YEAR. AN APPENDIX SHOWS SAMPLE PROJECTION TABLES AND PROJECTION GRAPHS. (TT)

ED020568 EA001363
TEACHER-BOARD AGREEMENTS CONCERNING CONDITIONS OF WORK. APR67, 22P.

THIS SURVEY REVIEWS THE CONDITIONS OF WORK FOUND IN VARIOUS TEACHER-BOARD AGREEMENTS IN CONNECTICUT TOWNS AND DESCRIBES THEM IN GENERAL TERMS. REASONS FOR NEGOTIATION AND GENERAL NEGOTIATION PROCEDURES ARE BRIEFLY COVERED WHILE THE CONDITIONS OF WORK AFFECTING THE DIFFICULTY OF THE TASK, TEACHER WELFARE AND PROFESSIONAL ADVANCEMENT ARE DISCUSSED IN MORE DETAIL. SEVERAL MISCELLANEOUS ITEMS OF AGREEMENT FOUND IN VARIOUS TEACHER-BOARD CONTRACTS ARE PRESENTED. (TT)

ED020570 EA001365
NEW DIRECTIONS IN INSTRUCTIONAL PRACTICES. JAN68, 13P.

BECAUSE THE LAST DECADE HAS BEEN A PERIOD OF MORE INTENSE EDUCATIONAL INNOVATION THAN ANY PREVIOUS PERIOD IN HISTORY, A NATIONAL STUDY WAS MADE TO DETERMINE HOW SECONDARY SCHOOLS HAVE CHANGED. A QUESTIONNAIRE WAS DISTRIBUTED TO 10,266 REGIONALLY ACCREDITED HIGH SCHOOLS IN THE UNITED STATES, AND 7,400 RESPONSES WERE RECEIVED. THE SAMPLE POPULATION INCLUDED 85.5 PERCENT PUBLIC, 4.2 PERCENT PAROCHIAL, 6.5 PERCENT PRIVATE RELIGIOUS, 2.8 PERCENT PRIVATE NONRELIGIOUS, AND 0.7 PERCENT GOVERNMENT AND OTHER SCHOOLS. THE RESULTS OF THE STUDY ARE PRESENTED AS TABLES CATALOGING THE MAJOR INNOVATIONS BY PERCENTAGE OF SCHOOLS WHICH ADOPTED THE INNOVATIONS, STATE, ENROLLMENT, EXPENDITURE, TYPE OF SUPPORT, AND AREA SERVED. BRIEF ATTENTION IS GIVEN TO THE ABANDONMENT OF INNOVATIONS, AND INTERPRETATION OF THE DATA IS PROVIDED. THE AREAS FOUND TO BE OF MOST SERIOUS CONCERN IN INNOVATION--(1) ATTITUDES TOWARD LEARNING, (2) STAFF DEPLOYMENT, (3) FOCUS ON THE INDIVIDUAL, AND (4) MEANS OF MAKING LEARNING INTERESTING AND AUTHENTIC--ARE DISCUSSED. SOME ATTENTION IS GIVEN TO THE SPEED WITH WHICH INNOVATIONS ARE DIFFUSED AND TO THE ROLE OF ADMINISTRATORS AS AGENTS OF CHANGE. (TT)

ED020571 EA001368
AN ANALYSIS OF THE RATIONALE AND PROCEDURES FOR LONG-RANGE PLANNING --FOUND IN SELECTED CORPORATE ENTERPRISES, GOVERNMENT AGENCIES OR DEPARTMENTS, AND SCHOOL SYSTEMS--WHICH ARE APPROPRIATE FOR EDUCATIONAL AND ADMINISTRATIVE PLANNING IN LOCAL SCHOOL SYSTEMS.
1JAN68, 99P.

THIS STUDY REVIEWS SOME OF THE CURRENT PLANNING PRACTICES IN SCHOOL SYSTEMS WHICH ARE CONSIDERED TO BE ALREADY INVOLVED IN LONG-RANGE PLANNING, AND

DESCRIBES FURTHER LONG-RANGE TECHNIQUES WHICH COULD BE ADAPTED FOR SCHOOL SYSTEMS FROM CURRENT CORPORATE AND GOVERNMENTAL PLANNING PROCEDURES. INDIVIDUAL INTERVIEWS WERE CONDUCTED WITH SELECTED MANAGEMENT (OR ADMINISTRATIVE) PERSONNEL IN CORPORATIONS, GOVERNMENT, AND SCHOOL SYSTEMS TO IDENTIFY THE SPECIFIC ELEMENTS OF A PLANNING PROGRAM APPROPRIATE FOR SCHOOL SYSTEMS. IN ADDITION, QUESTIONNAIRE RESPONSES FROM APPROXIMATELY 200 SCHOOL SYSTEMS WERE TABULATED, CATEGORIZED, AND ANALYZED. THE INTERVIEW INFORMATION WAS COMPARED WITH DATA FROM THE OTHER SOURCES AND SYNTHESIZED AS A BASIS FOR DESCRIBING A PROCESS OF LONG-RANGE PLANNING. RESULTS INDICATE THE NECESSITY FOR ORGANIZED LONG-RANGE PLANNING EFFORTS. NEITHER SYSTEMATIC LONG-RANGE PLANNING NOR A FORMALIZED STRUCTURE FOR INSURING AN EFFECTIVE PLANNING EFFORT ARE FOUND IN MOST SCHOOL SYSTEMS TODAY, BUT THERE IS A WILLINGNESS EVIDENT AMONG SCHOOL LEADERS TO SEEK MORE IMAGINATIVE APPROACHES TO PLANNING. FUTURE STUDIES AND PRACTICAL EXPERIMENTATION IN COOPERATIVE INTERACTION BETWEEN SCHOOLS AND CORPORATE AND GOVERNMENT ENTERPRISES ARE WARRANTED. (HW)

ED020576 EA001375
EDUCATIONAL ADMINISTRATION AND THE IMPROVEMENT OF INSTRUCTION. BURCHELL, HELEN R.; CASTETTER, WILLIAM B., 67,
DOCUMENT NOT AVAILABLE FROM EDRS.

SOCIAL AND TECHNOLOGICAL CHANGES HAVE ALTERED SOCIETY'S PERCEPTIONS OF ITS EDUCATIONAL NEEDS WHICH, IN TURN, HAS CREATED SUPPORT FOR IMPROVING THE QUALITY OF EDUCATIONAL PROGRAMS IN LOCAL SCHOOL SYSTEMS. THIS REPORT FOCUSES UPON THE RELATIONSHIP BETWEEN EDUCATIONAL ADMINISTRATION AND THE IMPROVEMENT OF INSTRUCTION. CONSIDERABLE ATTENTION IS DEVOTED TO ELIMINATION OF THE LAG BETWEEN THE NEEDS OF MODERN SOCIETY AND SCHOOL CURRICULA. SOME OF THE SIGNIFICANT ADMINISTRATOR ACTIVITIES WHICH DEVELOP AN EDUCATIONAL PROGRAM DEALING EFFECTIVELY WITH (1) WHAT SCHOOLS SHOULD ACCOMPLISH, (2) WHAT EXPERIENCES SHOULD BE PROVIDED AND IN WHAT SEQUENCE THEY SHOULD BE ARRANGED, (3) WHAT FACILITIES, METHODS, AND MATERIALS SHOULD BE USED IN THE INSTRUCTIONAL PROCESS, AND (4) HOW SCHOOLS SHOULD BE STAFFED ARE EXAMINED. THIS DOCUMENT IS AVAILABLE FROM THE INTERSTATE PRINTERS AND PUBLISHERS, INC., DANVILLE, ILLINOIS 61832, FOR $2.00. (TT)

ED020578 EA001378
SETTING THE STAGE FOR LENGTHENED SCHOOL YEAR PROGRAMS--A SPECIAL REPORT PREPARED FOR THE GOVERNOR AND THE LEGISLATURE OF THE STATE OF NEW YORK. MAR68, 119P.

THIS REPORT TO THE NEW YORK LEGISLATURE DESCRIBES SEVERAL EXTENDED SCHOOL YEAR DESIGNS WHICH HAVE BEEN CREATED TO HELP ATTAIN THE GOALS OF ECONOMY AND INCREASED EDUCATIONAL OPPORTUNITY--(1) THE CONTINUOUS PROGRESS DESIGN, (2) THE MODIFIED SUMMER SCHOOL, (3) THE TRIMESTER DESIGN, (4) THE QUADRIMESTER DESIGN, (5) THE EXTENDED K TO 12 PLAN, AND (6) THE MULTIPLE TRAILS PLAN. THE REPORT SUPPLEMENTS EARLIER PUBLICATIONS AND PRESENTS SPECIFIC FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS WHICH MAY BECOME THE BASIS FOR NEW EXTENDED SCHOOL YEAR PROGRAMS. EA 001 444 IS A RELATED DOCUMENT. (TT)

ED020584 EA001429
OPERATION PEP--A STATE-WIDE PROJECT TO PREPARE EDUCATIONAL PLANNERS FOR CALIFORNIA. 7NOV67, 29P.

OPERATION PEP REPRESENTS A DESIGNFUL ATTEMPT ON THE PART OF THE EDUCATIONAL COMMUNITY IN CALIFORNIA TO PLAN, DESIGN, AND IMPLEMENT A TRAINING PROGRAM FOR THE EDUCATIONAL PLANNERS AND MANAGERS. THE BASIC CONTENT OF INSTRUCTION WILL BE DERIVED THROUGH THE ADAPTIVE TRANSLATION OF SCIENTIFIC AND INDUSTRIAL MANAGEMENT TECHNOLOGY TO THE CONTEXT OF EDUCATION. THIS PAPER ATTEMPTS TO EXPLAIN SOME OF THE COMPONENT PARTS AND BACKGROUND OF OPERATION PEP--(1) THE PHILOSOPHY, (2) THE AREAS OF TECHNOLOGY TO BE ANALYZED AND EVALUATED DURING 1967-68, (3) THE LONG-RANGE GOALS, (4) THE TYPE OF INSTRUCTIONAL ATMOSPHERE TO BE MAINTAINED, AND (6) THE BASIC FEATURES OF THE INSTRUCTIONAL STRATEGY. (HW)

ED020587 EA001444
EXTENDED SCHOOL YEAR DESIGNS--AN INTRODUCTION TO NEW PLANS OF SCHOOL ORGANIZATION WHICH CAN RESULT IN FINANCIAL ECONOMIES AND PROVIDE MORE EDUCATION FOR ALL PUPILS. JAN66, 138P.

THIS REPORT EXPLORES PLANS OF ELEMENTARY AND SECONDARY SCHOOL ORGANIZATION BASED UPON THE LENGTHENING OF THE SCHOOL YEAR TO REDUCE BY ONE OR MORE YEARS THE TOTAL PERIOD OF SCHOOLING. PRACTICAL INFORMATION IS PRESENTED CONCERNING (1) THE CONTINUOUS SCHOOL YEAR PLAN, (2) THE TRIMESTER PLAN, (3) THE QUADRIMESTER PLAN, (4) THE MODIFIED SUMMER SCHOOL PLAN, AND (5) THE EXTENDED K TO 12 PLAN. THE EFFECTS OF EACH PLAN UPON STUDENTS, TEACHERS, SCHOOL FACILITIES, SCHOOL FINANCE, AND CURRICULUM ARE DISCUSSED. LONG-RUN FINANCIAL BENEFITS ARE EXPECTED TO ACCRUE FROM SAVINGS IN SALARIES, TRANSPORTATION COSTS, CAPITAL OUTLAY, DEBT SERVICE, AND BUILDING OPERATION COSTS WHILE REVENUES SHOULD INCREASE FROM RELATIVELY LARGER TAX ROLLS. POTENTIAL EDUCATIONAL ADVANTAGES ARISE FROM (1) REDUCTION IN THE NUMBER OF DROPOUTS, (2) SMALLER CLASS SIZE, (3) MORE INSTRUCTIONAL TIME TO MEET THE BASIC NEEDS OF EACH CHILD WITHOUT ADDITIONAL COST, (4) MORE EFFECTIVE UTILIZATION OF SPECIAL FACILITIES, (5) REDUCTION OF THE GAP BETWEEN TEACHER DEMAND AND TEACHER SUPPLY, AND (6) INCREASED TEACHER QUALITY RESULTING FROM THE ABILITY TO PAY HIGHER SALARIES AND THUS TO COMPETE EFFECTIVELY FOR QUALIFIED INDIVIDUALS. REQUIRED CURRICULUM ADJUSTMENTS TO MAKE SUCH PLANS EFFECTIVE ARE DISCUSSED IN DETAIL. EA 001 378 IS A RELATED DOCUMENT. (TT)

ED020611 EC002616
REPORT OF THE GOVERNOR'S COMMISSION TO STUDY THE EDUCATIONAL NEEDS OF HANDICAPPED CHILDREN. DAVIS, JEROME; AND OTHERS, NOV67, 34P.

CONCERNED ABOUT DEVELOPING A COORDINATED, COMPREHENSIVE PROGRAM, THE GOVERNOR'S COMMISSION TO STUDY THE EDUCATIONAL NEEDS OF HANDICAPPED CHILDREN IN MARYLAND COMPILED INFORMATION FROM STUDY COMMITTEES, TESTIMONY, AND PERTINENT LITERATURE. EIGHT RECOMMENDATIONS ARE DETAILED IN THE REPORT--(1) THE ESTABLISHMENT OF A GOVERNOR'S INTERDEPARTMENTAL COUNCIL AND ADVISORY COMMITTEE ON THE HANDICAPPED, (2) THE APPROVAL OF PHASE 2 OF THE COMMISION'S PROPOSED 5-YEAR PLAN FOR STATE FUNDING OF SPECIAL EDUCATION PROGRAMS, (3) THE STRENGTHENING OF THE SPECIAL EDUCATION SECTION OF THE MARYLAND STATE DEPARTMENT OF EDUCATION, (4) THE IMMEDIATE INAUGURATION OF LOCAL AND STATE RECRUITMENT PLANS FOR SPECIAL EDUCATION PERSONNEL, (5) STUDENT LOANS AND SCHOLARSHIPS FOR PROFESSIONAL TRAINING, (6) THE ESTABLISHMENT OF A STATE PLAN FOR THE PREPARATION OF PERSONNEL, (7) THE INCORPORATION OF SPECIAL EDUCATION OR REMEDIAL COURSE CONTENT IN THE TRAINING PROGRAM OF GENERAL CLASSROOM TEACHERS, AND (8) A REAPPRAISAL OF STATE CERTIFICATION STANDARDS FOR SPECIAL EDUCATION PERSONNEL. APPENDIXES PRESENT THE HOUSE JOINT RESOLUTION NO. 4, RESPONDENTS TO THE COMMISSION'S REQUEST FOR INFORMATION, THE PROPOSED JOINT RESOLUTION FOR AN INTERDEPARTMENTAL COUNCIL AND ADVISORY COMMITTEE, AND THE PROPOSED SCHOLARSHIP BILL FOR PROFESSIONAL TRAINING. ALSO INCLUDED IN THE REPORT ARE A DESCRIPTION OF THE COMMISSION, A LIST OF ITS MEMBERS, AND EXPLANATIONS OF ITS PURPOSES AND PROCEDURES. TWO TABLES PROVIDE DATA. (AA/JD)

ED020618 EF000104
NEW LIFE FOR OLD SCHOOLS. REPORT OF A WORKSHOP FOR REPRESENTATIVES OF THE GREAT CITIES IN RELATION TO THE SPRING CONFERENCE OF THE RESEARCH COUNCIL OF THE GREAT CITIES PROGRAM FOR SCHOOL IMPROVEMENT, (NEW YORK, MAY 1, 1965). JUN65, 103P.

A SERIES OF REPORTS ON THE CRITERIA FOR EVALUATING AND PROCEDURES FOR SAVING OLDER SCHOOL BUILDINGS STATES POPULATION NECESSARY, ECONOMIC NECESSITY AND SENTIMENT ARE MAIN REASONS FOR RETAINING OLDER STRUCTURES. THE ADEQUACY OF THE BUILDINGS SHOULD BE EVALUATED IN TERMS OF EDUCATIONAL REQUIREMENTS, ADMINISTRATIVE FUNCTIONS, SAFETY, OPERATIONS AND MAINTENANCE, PUPIL CAPACITY, AESTHETICS, SITE, ADAPTABILITY OF STRUCTURE FOR CONVERSION AND THE FINANCIAL ABILITY OF THE DISTRICT. ORTHER CRITERIA TO BE CONSIDERED ARE--(1) DISPOSITION OF BUILDING IN TERMS OF FIRE RESISTANCE, (2) CAPACITY FOR FUTURE ENROLLMENT, (3) AGE AND NEED FOR REPAIR (4) ENVIRONMENT--LIGHT, HEAT, VENTILATION, (5) DEGREE OF ALTERATION FOR MODERNIZING, (6) LOCATION AND SIZE OF SITE IN RELATION TO FUTURE ENROLLMENT, (7) FACTORS OF COST, AND (8) INTEGRATION AND COMMUNITY REDEVELOPMENT PLANS. THE STUDY INCLUDES THE CRITERIA FOR CONTRACTORS' EVALUATION OF PLUMBING, HEATING, ELECTRICAL FACILITIES, VENTILATION AND STRUCTURAL RENOVATIONS OF THE BUILDINGS. SCHOOL MODERNIZATION PROGRAMS BEING CONDUCTED IN FIFTEEN MAJOR CITIES IN THE UNITED STATES ARE REVIEWED. THIS DOCUMENT IS ALSO AVAILABLE FOR $2.50 FROM THE RESEARCH COUNCIL OF THE GREAT CITIES PROGRAM FOR SCHOOL IMPROVEMENT, 4433 W. TOUHY AVENUE, CHICAGO, ILLINOIS 60645. (GM)

ED020619 EF000123
TO CREATE A SCHOOL, A DESIGN FOR WORKING RELATIONSHIPS. 65,
DOCUMENT NOT AVAILABLE FROM EDRS.

BUILDING PROGRAMS ARE GROUPED IN THREE MAJOR PHASES. PHASE ONE IS PLANNING FOR A SCHOOL BUILDING. INVOLVEMENT AND/OR IDENTIFICATION OF CONCERNED PARTY(S) FROM COMMUNITY GROUPS, SCHOOL BOARD, ADMINISTRATION, STAFF, STUDENTS, CONSULTANTS, STATE AGENCIES, LOCAL GOVERNMENTS, LEGAL COUNSEL, ARCHITECT, CONTRACTORS AND ENGINEERS IS STRESSED. NEED FOR LONG RANGE PLANNING IN DISTRICT-WIDE EDUCATIONAL NEEDS SURVEY IS EMPHASIZED. DETAILED STEPS FOR FINANCIAL PLANNING, SELECTION OF ARCHITECT, AND CHOOSING THE SITE ARE GIVEN. THE SECOND PHASE IS PLANNING THE BUILDING. SCOPE, TIME, AND DEVELOPMENTAL ASPECTS OF EDUCATIONAL SPECIFICATIONS ARE DETAILED. ARCHITECTURAL PROCEDURES ARE DISCUSSED REGARDING SCHEMATIC, DESIGN, AND CONSTRUCTION DOCUMENTATION. THE THIRD PHASE IN IMPLEMENTING THE BUILDING PLAN CONCERNS CONSTRUCTION BIDDING, CONTRACT AWARDS, CONSTRUCTION MONITORING, PAYMENT GUIDELINES, LIABILITY AND PERFORMANCE BOND RISK COVERAGES, AND BUILDING ACCEPTANCE PROCEDURES. AMONG THE MANY FINAL STEPS OF PUTTING THE BUILDING INTO OPERATION, RECORDED EVALUATIONS OF CONSTRUCTION CHANGES AND BUILDING DEFICIENCIES ARE STRESSED TO AVOID FUTURE BUILDING PROGRAM ERRORS. APPENDICES CONTAIN SAMPLE FORMS FOR BUILDING COST ESTIMATING, ARCHITECT EVALUATION, ARCHITECT-OWNER AGREEMENTS, SITE SURVEYS, EDUCATIONAL SPECIFICATION OUTLINES, CONTRACTOR PREQUALIFICATION, AND A BIBLIOGRAPHY FOR SCHOOL PLANNERS. COPIES ARE AVAILABLE FROM WISCONSIN ASSOCIATION OF SCHOOL BOARDS, WINNECONNE, WISC. (RP)

ED020646 EF001857
PROCEDURE FOR REQUESTING APPROVAL OF SCHOOL BUILDING PROJECTS. NOV67, 110P.

A SET OF PROCEDURES, GUIDELINES, AND FORMS USED BY THE STATE OF PENNSYLVANIA DEPARTMENT OF PUBLIC INSTRUCTION FOR PLANNING SCHOOL BUILDING PROJECTS. THE SET RANGES FROM PROJECT APPLICATIONS TO FINAL COSTS AND REIMBURSEMENTS, AND INCLUDES ARCHITECTURAL ELEMENTS, COMPONENT SYSTEMS, EQUIPMENT EVALUATION, INSPECTIONS AND SITE SELECTION. (FO)

ED020649 EF001991
PROJECTIONS OF PUBLIC SCHOOL FACILITIES NEEDS, 1968-69 THROUGH 1972-73. MYLECRAINE, WALTER E.; AND OTHERS, MAY68, 16P.

THE INTRODUCTION STRESSES THE CAPITAL AND OPERATING COST SAVING POSSIBILITIES IN MAKING JOINT USE OF SITES AND FACILITIES WITH PRIVATE ENTERPRISES AND/OR MUNICIPAL, STATE, AND FEDERAL AGENCIES. ADDITIONAL EDUCATIONAL BENEFITS THROUGH INVOLVEMENT OF COMMUNITY (PRIVATE AND PUBLIC) LEADERS AND INSTITUTIONS IN THE EDUCATIONAL PROCESS ARE STRESSED. PROJECTION COVERS NEEDED FACILITIES FROM PRESCHOOL THROUGH JUNIOR COLLEGE LEVELS UP TO 1973. FACILITIES NEEDS PROJECTIONS BEYOND 1973 WILL BE FORTHCOMING AFTER 1970 CENSUS. MAJOR NEEDS CLASSIFICATIONS ARE BY URBAN, SUBURBAN, AND RURAL, THEN BY PRESCHOOL, ELEMENTARY, SECONDARY, AND JUNIOR COLLEGE CLASSIFICATIONS. SUBCLASSIFICATION IS BY NEEDS OF DISADVANTAGED, HANDICAPPED, VOCATIONAL, AND GENERAL. TABLES OF PRESENT AND PROJECTED ENROLLMENTS, FACILITIES, CLASSROOMS, AND SQUARE FOOT NEEDS ARE ATTACHED. (PR)

ED020652 EM000216
A BIBLIOGRAPHY OF EDUCATIONAL TELEVISION AND RELATED COMMUNICATION SYSTEMS. JUL67, 49P.

THIS 47 PAGE BIBLIOGRAPHY HAS BEEN DEVELOPED AS AN AID TO LEGISLATORS, THEIR RESEARCH STAFFS, INSTITUTIONS OF HIGHER LEARNING, AND TO INDIVIDUAL RESEARCHERS INTERESTED IN THE AREA OF INTER-INSTITUTIONAL TELEVISION. SECONDARY SOURCES IN SOME INSTANCES HAVE BEEN INCLUDED FOR EASE IN LOCATING UNPUBLISHED MATERIALS OR FOR SUMMATIONS AND REVIEWS OF MORE EXTENSIVE STUDIES. ENTRIES ARE LISTED UNDER THE FOLLOWING HEADINGS--GENERAL, STATE TELEVISION NETWORKS, TELEVISION--UTILIZATION AND APPLICATION, FACULTY AND STUDENT ATTITUDES, COPYRIGHTS AND CLEARANCES, TELEVISION--INSTITUTIONAL EFFECTS AND RELATED MEDIA RESEARCH, EDUCATIONAL TELEVISION--AUDIENCE AND COMMUNITY RELATIONSHIPS AND PUBLIC RESPONSIBILITY, FACILITIES FOR TELEVISION, EDUCATIONAL COMMUNICATIONS SYSTEMS, ENGINEERING, TELEVISION BIBLIOGRAPHIES, TELEVISION COURSE CATALOGUES, AND FINANCING TELEVISION. THIS DOCUMENT WAS COMPILED BY THE MINNESOTA FEASIBILITY STUDY OF INTER-INSTITUTIONAL TELEVISION, DECEMBER 1966 AND WAS REPRINTED WITH THEIR PERMISSION. (RS)

ED020655 EM000222
THE NATIONAL CENTER FOR SCHOOL AND COLLEGE TELEVISION--A DEMONSTRATION OF A NATIONAL PROGRAM AGENCY FOR INSTRUCTIONAL TELEVISION. FINAL REPORT. MAR68, 208P.

THE NATIONAL CENTER FOR SCHOOL AND COLLEGE TELEVISION WAS ESTABLISHED IN 1965 BY THE OFFICE OF EDUCATION AND THE INDIANA UNIVERSITY FOUNDATION AS A PERMANENT AGENCY TO PROVIDE QUALITY INSTRUCTIONAL TELEVISION MATERIALS AND COURSE DISTRIBUTION ON A NATIONAL SCALE. NCSCT MAKES MATERIALS AVAILABLE BY EVALUATION, ACQUISITION, REVISION, AND PRODUCTION, ENGAGES IN NATIONWIDE LIAISON WORK WITH TEACHERS, ADMINISTRATORS, AND ITV PERSONNEL, AND ACTS AS A CENTER OF INFORMATION ON INSTRUCTIONAL TELEVISION BY COLLECTING, ANALYZING, AND DISSEMINATING DATA. FINDINGS OF ITS TWO-YEAR DEMONSTRATION PROGRAM ARE--(1) THE EDUCATIONAL USE OF TELEVISION WILL EXPAND, CREATING GREATER NEED FOR EFFECTIVE MATERIALS, (2) FEW MATERIALS PRODUCED FOR LOCAL SCHEDULING ARE SUITABLE FOR WIDESPREAD USE, (3) A HIGH PERCENTAGE OF REUSE INDICATES THAT THE CENTER'S MATERIALS ARE SATISFACTORY, (4) ACCELERATED NCSCT ACTIVITY IS NEEDED MOST IN ELEMENTARY EDUCATION, (5) NSCST'S MATERIALS, RESEARCH, AND DISSEMINATION WILL STIMULATE WISER USE OF TELEVISION, AND (6) PROFESSIONAL EDUCATIONAL ORGANIZATIONS AND SCHOOL SYSTEMS WILL COMMIT RESOURCES TO NCSCT'S EFFORTS. APPENDICES INCLUDE REPORTS CONCERNED WITH THE NATIONAL INSTRUCTIONAL TELEVISION LIBRARY, THE IV LESSON EVALUATION FORM, NCSCT SUBJECT AREA ASSESSMENTS, PRELIMINARY CONCLUSIONS, TABLES, AND A LIST OF AVAILABLE MATERIALS. (JO)

ED020661 EM005981
HIGHLIGHTS OF SCHOOLS USING EDUCATIONAL MEDIA. 320P.
HC NOT AVAILABLE FROM EDRS.

THIS IS A GUIDE TO THE EDUCATIONAL PROGRAMS OF 247 SCHOOLS MAKING SIGNIFICANT USE OF INSTRUCTIONAL MEDIA IN THE UNITED STATES. INITIAL IDENTIFICATION OF SCHOOLS WAS ACCOMPLISHED BY SENDING TWO-PART QUESTIONNAIRES TO 12,229 SCHOOL SYSTEMS, PROCESSING DATA FROM 2,148 RETURNED QUESTIONNAIRES, AND SENDING OUT THREE-MAN TEAMS IN EACH OF THE 50 STATES TO VISIT 344 SCHOOL SYSTEMS. VALIDITY AND SOPHISTICATION OF THE PROGRAMS CLAIMED BY EACH SCHOOL WERE CHECKED BY SELF-ADMINISTERED PROFILE SHEETS AND ON-SITE OBSERVATIONS BY SURVEY TEAMS. FINAL SELECTION OF SCHOOLS WAS BASED ON SIZE, EXPENDITURE PER PUPIL, AVAILABILITY OF EASY TRANSPORTATION, CREATIVITY, ADMINISTRATIVE SUPPORT, TEACHER ENTHUSIASM, AND PROGRAM SUCCESS. EACH SCHOOL IS DESCRIBED IN ONE PAGE OF CONDENSED INFORMATION. A CROSS REFERENCE OF INNOVATIVE PRACTICES FOLLOWS THE SUMMARIES OF SCHOOL PROGRAMS. THIS IS FOLLOWED BY STATISTICAL DATA FROM QUESTIONNAIRES AND EVALUATION PROFILES. THE REPORT CONCLUDES WITH A DISCUSSION OF FACTORS THAT ENCOURAGE INNOVATIVE USE OF MEDIA AND SUGGESTS THAT THE GUIDE ITSELF BE UPDATED BIENNIALLY. THIS DOCUMENT IS AVAILABLE AS STOCK NO. 071-02894 FOR $3.00 FROM PUBLICATION SALES, NATIONAL EDUCATION ASSOCIATION, 1201 SIXTEENTH STREET, N.W., WASHINGTON, D.C. 20036. (JO)

ED020662 EM005995
REPORT TO THE CENTRAL MICHIGAN EDUCATIONAL RESOURCES COUNCIL ON THE FEASIBILITY OF AN INTERCONNECTED TELECOMMUNICATION SYSTEM FOR THE 39 COUNTY REGION OF MICHIGAN. 30JUN67, 209P.

THIS REPORT EXAMINES THE FEASIBILITY OF ELECTRONICALLY CONNECTING NORTHERN AND CENTRAL MICHIGAN AREA SCHOOLS FOR DATA PROCESSING AND FOR INSTRUCTIONAL, ADMINISTRATIVE, INFORMATION, AND AUDIO SERVICES. DATA GATHERED THROUGH QUESTIONNAIRES, DISCUSSIONS, WORKSHOPS, AND VISITATIONS DEMONSTRATE THE GENERAL DESIRE FOR PARTICIPATION IN AN INSTRUCTIONAL TV SYSTEM WITH A WIDE RANGE OF CLASSROOM COUSES. THE SYSTEM WOULD BE SUPPORTED BY FEDERAL, STATE , AND LOCAL FUNDS. WORKSHOP PROPOSALS FOR TYPES OF ELECTRONIC EQUIPMENT NEEDED AND THEIR COSTS ARE DISCUSSED. PROJECTIONS ARE MADE FOR THE NUMBER OF BROADCAST STATIONS NEEDED (SEVEN, ULTIMATELY), FOR THE AUDIO AND AURAL BROADCAST AND COMMUNICATION SERVICES REQUIRED, AND FOR THE CONTRACTING AND SHARED USE OF COMPUTER SERVICES. APPENDICES INCLUDE QUESTIONNAIRE RESULTS, DESCRIPTIONS OF PRESENT EDUCATIONAL RESOURCES COUNCIL PROGRAMS AND OF THE SCHOOL ELECTRONICS PLANNING EXERCISE (SEPEX), AND DISCUSSION OF THE FOLLOWING IN CONNECTION WITH THE PROPOSED SYSTEM--EDUCATIONAL REQUIREMENTS, OPEN-CIRCUIT TELEVISION SERVICE, COLOR TELEVISION, AND TYPICAL COSTS. (JO)

ED020670 EM006156
TV EQUIPMENT, SYSTEMS, FACILITIES, AND PERSONNEL--A GUIDE FOR SCHOOL ADMINISTRATORS, A STUDY PREPARED FOR THE CALIFORNIA PUBLIC SCHOOLS INSTRUCTIONAL TV COMMITTEE. APR65, 47P.

TELEVISED INSTRUCTION IS WIDESPREAD, YET THERE EXISTS LITTLE QUALIFIED, IMPARTIAL INFORMATION EXPRESSED IN NONTECHNICAL TERMS (AS IN THIS REPORT), CONCERNING EQUIPMENT AND PERSONNEL STANDARDS, REQUIREMENT, AND COSTS, FOR SCHOOL ADMINISTRATORS TO CONSULT. EVALUATION OF THE MEDIUM'S POTENTIAL MUST BE BASED ON INFORMATION CONCERNING TELEVISION'S CHARACTERISTICS AND ON ADMINISTRATIVE CONSIDERATIONS. AN INSTRUCTIONAL TELEVISION SYSTEM CONSISTS OF ORIGINATION, TRANSMISSION, AND RECEPTION-DISTRIBUTION SUBSYSTEMS. IT HAS THESE CHARACTERISTICS--IT CAN TRANSPORT IMPULSES, MULTIPLY THE POTENTIAL AUDIENCE, JUXTAPOSE NORMALLY SEPARATED OBJECTS, MAGNIFY SMALL OBJECTS, AND TRANSPOSE IMAGES IN DIFFERENT WAYS. FURTHERMORE, TELEVISION IS IMMEDIATE AND REPRODUCIBLE. GIVEN ALL THESE TECHNICAL POSSIBILITIES, SCHOOL ADMINISTRATORS MUST SPECIFY WHAT THEY EXPECT A PROPOSED TELEVISION SYSTEM TO DO, AND UNDER WHICH CONDITIONS. EACH PIECE OF EQUIPMENT MUST BE ANALYZED IN TERMS OF ITS FUNCTIONS. FINALLY, EVERY OTHER CONCEIVABLE ALTERNATIVE FOR PERFORMING THE TASK MUST BE EXAMINED TO MAKE SURE THAT THE PROPOSED SYSTEM IS THE BEST FOR THE GIVEN EDUCATIONAL NEEDS AND BUDGET. (OH)

ED020672 EM006211
THE FARTHER VISION, EDUCATIONAL TELEVISION TODAY. HILL, RUANE B., ED.; KOENIG, ALLAN E., ED., 67,
DOCUMENT NOT AVAILABLE FROM EDRS.

THIS IS A COLLECTION OF ARTICLES CONCERNED WITH ETV. ITS HISTORY AND ITS PHILOGOPHY OF USE ARE DISCUSSED. DIFFERENT ROLES OF OPEN CIRCUIT BROADCAST ETV STATIONS AND NETWORKS IN RELATIONSHIPS WITH EACH OTHER AND WITH THEIR COMMUNITIES--UNIVERSITY, LOCAL, STATE, AND NATIONAL--ARE IDENTIFIED. CLOSED CIRCUIT TV AND TELEVISION IN THE SPECIFIC CONTEXT OF THE CLASSROOM (ITV) ARE DESCRIBED. FOUR MAJOR PROBLEM AREAS AFFECTING ETV GENERALLY ARE COVERED--FINANCING, PROGRAMING, RESEARCH, AND ETV TEACHER RIGHTS AND STATUS. IN THE AREA OF EDUCATION, THERE IS A DISCUSSION OF TELEVISION'S GENERAL NEEDS, THE SPECIFIC NEEDS OF ETV, A PROPOSAL FOR INTERNSHIPS IN ETV, AND THE PROBLEM OF TRAINING THE CLASSROOM TEACHERS WHO USE ETV. FINALLY, THE IMPLICATIONS OF SATELLITES ARE TAKEN UP. APPENDED ARE "THE FINDINGS OF THE CARNEGIE COMMISSION ON ETV" AND "THE PUBLIC BROADCASTING ACT OF 1967." THIS DOCUMENT IS AVAILABLE FROM THE UNIVERSITY OF WISCONSIN PRESS, BOX 1379, MADISON, WISCONSIN 53701. (MT)

ED020673 EM006237
INSTRUCTIONAL SYSTEMS DEVELOPMENT--A DEMONSTRATION AND EVALUATION PROJECT. FINAL REPORT. 1JUN67, 125P.

FOUR UNIVERSITIES COOPERATED WITH THE INSTRUCTIONAL MEDIA CENTER AT MICHIGAN STATE UNIVERSITY TO TEST, DEMONSTRATE, AND REFINE A MODEL FOR MEDIA INNOVATION AND INSTRUCTIONAL DEVELOPMENT WHICH HAD BEEN DESIGNED IN A EARLIER PROJECT. MEDIA, EVALUATIVE, AND INSTRUCTIONAL SPECIALIST CAPABILITIES WERE TEAMED TO THE DECISION PROCESSES OF THE INSTRUCTORS AND BROUGHT TO BEAR ON INSTRUCTIONAL PROBLEMS UNDER THE GUIDANCE OF THE MODEL'S PRECONCEIVED, SEQUENTIAL SYSTEM OF DECISION MAKING. EACH UNIVERSITY STAFF SUBMITED TAPE RECORDINGS OF ALL MEETINGS, EXPECTATION AND REACTION FORMS, SUMMARY LOGS, AND QUARTERLY AND TERMINAL REPORTS. PROJECT COURSES CHOSEN HAD LARGE ENROLLMENTS AND WERE IN ENGLISH, STATISTICS, MANAGEMENT, PSYCHOLOGY, PHILOSOPHY OF EDUCATION, ECONOMICS, AND GEOGRAPHY. ALL PARTICI-

PANTS IN THE INSTRUCTIONAL DEVELOPMENT TRIALS FOUND THE DECISION STEPS FLOWCHART TO BE PRACTICAL IN ANALYZING AND IMPROVING THE TEACHING APPROACH, BUT DUE TO DIFFERENT STYLES IN DECISION MAKING AND TO TROUBLE IN INITIALLY SPECIFYING BEHAVIORAL OBJECTIVES FOR THE COURSES, THE FLOWCHART WAS USED IN A VARIETY OF DIFFERENT WAYS, AND SEVERAL OF THE PROJECT TEAMS MODIFIED IT TO FIT THEIR NEEDS. DISSEMINATION OF INFORMATION CONCERNING THE PROJECT WAS CARRIED OUT THROUGH VISITS, CONFERENCES, AND PRESENTATIONS TO PROFESSIONAL MEETINGS. (BB)

ED020685 EM006705
STUDY OF FEASIBILITY OF NEW EDUCATIONAL MEDIA FOR DEVELOPING COUNTRIES. 19AUG65, 21P.

COST DATA ON THE USE OF THE NEW INSTRUCTIONAL MEDIA ARE NECESSARY IN ORDER TO COMPARE DIFFERENT FORMS OF EDUCATION, TO DETERMINE THE ECONOMICALLY OPTIMUM RATE OF TECHNICAL USAGE, AND TO ASSIST ADMINISTRATORS. THE HISTORICAL INACCURACY OR STATISTICAL BIAS OF SOURCES AND THE INCOMPARABILITY OF DATA POSE DIFFICULTIES IN INTERPRETATION. THE COST OF EDUCATION, CALCULATED IN THE USUALLY IMPERFECT MARKETS OF DEVELOPING COUNTRIES, CAN BE BASED ON--CASH, BUDGET (FISCAL RESOURCES), MANPOWER, SKILLED MANPOWER, ALL CAPITAL RESOURCES, OR AVAILABILITY OF FOREIGN EXCHANGE FOR IMPORTED GOODS AND SERVICES. THESE COSTS SHOULD BE SO CATEGORIZED THAT THE SCARCEST RESOURCES ARE IDENTIFIED AND SAVED. WHEN COSTS ARE TABULATED, RATES OF EXCHANGE FROM EACH SET OF THESE COSTS INTO CASH SHOULD BE ESTABLISHED. THE NEW MEDIA HAVE COMMON COST CHARACTERISTICS THAT DIFFERENTIATE THEM FROM CONVENTIONAL EDUCATION COSTS. THESE ARE--INNOVATION, TRAINING, COURSE MATERIALS, EQUIPMENT FOR TRANSMISSION AND RECEPTION, AND RECURRENT COSTS. COSTING SHOULD BE CONSIDERED OVER A TOTAL TIME PERIOD, AND THUS ALSO DIVIDED INTO INITIAL, CAPITAL, AND RECURRENT COSTS. THE FINAL ANALYSIS SHOULD EXAMINE THE TREND OF COSTS, JOINT COSTS, AND BENEFITS OF THE NEW MEDIA. AN APPENDIX PRESENTS A COST CHART AND A LIST OF GUIDELINES. (JO)

ED020733 JC680238
TALENT SEARCH PROJECT. FINAL REPORT. JAN68, 162P.

DURING A 19-MONTH SPAN OF TIME, MIDDLESEX COUNTY COLLEGE (NEW JERSEY) ATTEMPTED TO (1) IDENTIFY QUALIFIED YOUTH WITH EXCEPTIONAL FINANCIAL NEED AND ENCOURAGE THEM TO COMPLETE SECONDARY SCHOOL AND UNDERTAKE POST-SECONDARY EDUCATIONAL TRAINING WITHIN A COMMUNITY COLLEGE, (2) PUBLICLY EXHIBIT FORMS OF FINANCIAL AID FURNISHED THROUGH FEDERAL, STATE, AND LOCAL AGENCIES, (3) UNDERSTAND THE NATURE OF FUTURE JOBS IN THE LOCAL COMMUNITIES, AND (4) PROVIDE COUNTY YOUTH AND ADULT ORGANIZATIONS WITH AUDIOVISUAL MATERIALS WHICH WOULD HELP THEM UNDERSTAND EDUCATIONAL PROGRAMS, COSTS, REQUIREMENTS, AND OPPORTUNITIES. IN IMPLEMENTING THE PROGRAM, LOCAL BUSINESSES, INDUSTRIES, AND MEDICAL INSTITUTIONS WERE CONTACTED FOR THE PURPOSE OF CREATING INTEREST AMONG THE PERSONNEL DIRECTORS IN THE PROJECT. THROUGH HIGH SCHOOL VISITATIONS, COMMUNITY ORGANIZATION CONTACTS, AND COVERAGE BY THE NEWS MEDIA, AN ESTIMATED 13,500 CITIZENS (IN A POPULATION OF 500,000) WERE INFORMED ABOUT THE PROJECT ACTIVITIES. COUNSELOR VISITATIONS TO SCHOOLS AND PLANNED CAMPUS VISITATIONS FOR INTERESTED INDUSTRIAL PERSONNEL, COMMUNITY ORGANIZATIONS, STUDENTS, AND PARENTS CONSTITUTED THE THIRD PHASE OF THE PROJECT. THE FINAL PHASE WAS THE PREPARATION OF SIX SYNCHRONIZED SLIDE-TAPE "CAREER PRESENTATIONS" DEPICTING REQUIREMENTS, CURRICULUMS, AND FINANCIAL AID OPPORTUNITIES IN THE FIELDS OF CHEMICAL TECHNOLOGY, ELECTRICAL TECHNOLOGY, LABORATORY TECHNOLOGY, BUSINESS EDUCATION, SECRETARIAL SCIENCE, AND NURSE EDUCATION. (DG)

ED020747 LI000040
THE BUCK HILL FALLS REPORT, THE CHANGING NATURE AND SCOPE OF THE SCHOOL AND LIBRARY MARKET. ARE NEW MARKETING TECHNIQUES NEEDED. A CONFERENCE SPONSORED BY THE SCHOOL AND LIBRARY PROMOTION AND MARKETING COMMITTEE (BUCK HILL FALLS, APRIL 27-29,1966). JUN67, 143P.
HC NOT AVAILABLE FROM EDRS.

PUBLISHERS, LIBRARIANS, AND EDUCATORS MET TO DISCUSS THE CURRENT SCHOOL AND LIBRARY MARKET FOR BOOKS AND OTHER INSTRUCTIONAL MATERIALS IN AN EFFORT TO INCREASE UNDERSTANDING OF THEIR RESPECTIVE ROLES IN MEETING THE GREATER DEMANDS MADE UPON THEM BY THE ADOPTION OF IMPROVED EDUCATION AS A NATIONAL POLICY. AFTER AN EXAMINATION OF FEDERAL EDUCATIONAL LEGISLATION AND ITS IMPLICATIONS FOR THE PUBLISHING INDUSTRY, THE ECONOMICS AND FINANCING OF THE SCHOOL AND LIBRARY MARKET ARE DISCUSSED, BEGINNING WITH AN ADDRESS ON LIBRARY EXPENDITURES FOR PUBLISHED MATERIALS, FOLLOWED BY REACTION FROM THE PUBLISHING INDUSTRY AND PANEL COMMENTS REPRESENTING SCHOOL, COLLEGE PUBLIC LIBRARY, WHOLESALER, PAPERBACK PUBLISHER, AND DIVERSIFIED PUBLISHER VIEWPOINTS. CRITICAL PUBLISHING DECISIONS ARE ANALYZED WITH SPECIAL REFERENCE TO CHILDREN'S ADULT AND PAPERBACK BOOKS AND TO THE COLLEGE, SCHOOL AND SCHOOL LIBRARY MARKET. A PAPER ON THE PROFESSIONAL RESPONSIBILITY FOR BOOK SELECTION OPENS THE SESSION ON THE RELATIVE EFFECTS OF PROMOTION AND MARKETING UPON BOOK SELECTION, FOLLOWED BY COMMENTS ON FIVE ASPECTS OF PROMOTION--SPACE ADVERTISING, BOOK REVIEWS, EXHIBITS AND MEETINGS, CATALOGS AND DIRECT MAIL, AND PUBLIC RELATIONS. THE CHANGES IN BOOK DISTRIBUTION TO SCHOOLS AND LIBRARIES ARE CONSIDERED, AND THE CONFERENCE CLOSES WITH AN APPEAL TO PRODUCE QUALITY MATERIALS FOR EVERY CHILD. HARD COPY OF THIS DOCUMENT IS AVAILABLE FROM THE AMERICAN BOOK PUBLISHERS COUNCIL, INC., ONE PARK AVENUE, NEW YORK, N.Y. 10016. (JB)

ED020810 RC000317
COWBOYS, INDIANS, AND AMERICAN EDUCATION. 25APR68, 15P.

THE SCHOOLS ARE ACCUSED OF HAVING FAILED IN EDUCATING THE MEXICAN AMERICAN CHILD. ONE OF THE MAIN REASONS UNDERLYING THIS FAILURE IS ATTRIBUTABLE TO AN ANGLO AMERICAN POINT OF VIEW WHICH DISCOURAGES DIVERSE CULTURES IN OUR SOCIETY. THIS SAME POINT OF VIEW REFLECTS THE NOTION THAT THE AMERICAN CULTURE IS SUPERIOR TO ALL OTHER CULTURAL BACKGROUNDS. IT IS SUGGESTED THAT MEXICAN AMERICAN CHILDREN MUST LEARN THE ENGLISH LANGUAGE BUT SHOULD NOT HAVE TO REJECT THEIR KNOWLEDGE OF THE SPANISH LANGUAGE OR MEXICAN AMERICAN CUSTOMS. IT IS FURTHER SUGGESTED THAT CLASSROOM INSTRUCTION BE CONDUCTED IN OTHER LANGUAGES. REASONING FOR THIS APPROACH IS THE IMPROVEMENT OF OUR FOREIGN AND DOMESTIC RELATIONS. IN ORDER FOR THE SCHOOLS TO PROMOTE RESPECT FOR DIVERSE CULTURES, THEY MUST HAVE LEADERSHIP AND PROPER DIRECTION IN THE USE OF ADDITIONAL MONEY BEING MADE AVAILABLE THROUGH FEDERAL AND STATE AID. THIS ADDRESS WAS DELIVERED BEFORE THE NATIONAL CONFERENCE ON EDUCATIONAL OPPORTUNITIES FOR MEXICAN-AMERICANS (AUSTIN, APRIL 25, 1968). (JS)

ED020815 RC001298
INTERMEDIATE UNITS AND SMALL HIGH SCHOOLS. FEB66,
DOCUMENT NOT AVAILABLE FROM EDRS.

TRADITIONAL INTERMEDIATE ADMINISTRATIVE UNITS, SUCH AS STILL EXIST IN SOME COUNTY OFFICES, HAVE CONTRIBUTED LITTLE TO SECONDARY EDUCATION. THE NEW INTERMEDIATE UNITS CAN BEST BE DESCRIBED AS REGIONAL SERVICE AGENCIES, PROVIDING SERVICES WHICH SCHOOLS (ESPECIALLY SMALL SCHOOLS) CANNOT ADEQUATELY OR EFFICIENTLY PROVIDE FOR THEMSELVES. INTERMEDIATE UNIT ORGANIZATION AND ROLE ENCOURAGES INTERDISTRICT COOPERATION AND PARTICIPATION IN A WIDE VARIETY OF COOPERATIVE SERVICES. EXAMPLES OF THE SERVICES PRESENTLY BEING ADMINISTERED BY THESE UNITS ARE SPECIAL EDUCATION FOR EXCEPTIONAL CHILDREN, INSTRUCTIONAL MATERIALS CENTERS, DATA PROCESSING, CURRICULUM DEVELOPMENT, LEADERSHIP, COOPERATIVE PURCHASING, AND INSERVICE PROGRAMS. INTERMEDIATE UNITS DO NOT COMPETE WITH LOCAL OR STATE LEVEL OPERATIONS WHEN FUNCTIONS AND SOURCES OF FUNDS FOR EACH ARE CLEARLY DEFINED BY LAW. THIS ARTICLE APPEARS IN THE "NASSP BULLETIN," FEBRUARY 1966, PP.1-10. (DK)

ED020819 RC001534
IMPROVING EDUCATIONAL OPPORTUNITIES OF THE MEXICAN-AMERICAN, PROCEEDINGS OF THE TEXAS CONFERENCE FOR THE MEXICAN-AMERICAN (1ST, SAN ANTONIO, APRIL 13-15, 1967). DARLING, DAVID W.; ESTES, DWAIN M., 67, 171P.

PROCEEDINGS OF A 1967 TEXAS CONFERENCE ON IMPROVING EDUCATIONAL OPPORTUNITIES FOR MEXICAN AMERICANS ARE INCLUDED IN THIS REPORT. SPEECHES, COMMENTARIES, A PAPER, RECOMMENDATIONS, AND RESOLUTIONS ILLUSTRATE THE STATED GOALS OF THE CONFERENCE--(1) TO IDENTIFY AND DEFINE BARRIERS FACED BY MEXICAN-AMERICANS IN SCHOOLS AND COMMUNITIES IN TEXAS, (2) TO SHOW AND DISCUSS SOME OF THE PROGRAMS UNDERWAY AIMED AT ENHANCING BILINGUAL EDUCATION, (3) TO FOCUS ATTENTION ON PROBLEMS REQUIRING IMMEDIATE SOLUTION, AND (4) TO DEVELOP A PLAN OF ACTION FOR THE DISSEMINATION OF INFORMATION AND STATISTICAL DATA TO REMOVE EXISTING BARRIERS AND FIND SOLUTIONS TO THE PROBLEMS. NAMES OF THE CONFERENCE SPEAKERS AND SPEECH TITLES ARE LISTED IN THE TABLE OF CONTENTS. SOME EXEMPLARY DEMONSTRATION PROGRAMS DEALING WITH BILINGUALISM CONCLUDE THE DOCUMENT. (SW)

ED020825 RC002424
YAZZIE REPORTS ON EDUCATION ACTIVITIES. 04APR68, 3P.

THE FUNCTIONS, ACCOMPLISHMENTS, AND NEEDS OF THE NAVAJO TRIBAL EDUCATION COMMITTEE IS THE SUBJECT OF THIS REPORT TO THE SENATE SUB-COMMITTEE ON INDIAN EDUCATION. THE MAIN JOB OF THE EDUCATION COMMITTEE IS TO SERVE AS A CONNECTING LINK BETWEEN THE NAVAJO TRIBAL COUNCIL AND EDUCATIONAL AGENCIES SERVING NAVAJO YOUTH. THE MAIN ACCOMPLISHMENT OF THE COMMITTEE HAS BEEN AN INCREASED INVOLVEMENT OF PARENTS AND TRIBAL LEADERS IN THE SCHOOL PROGRAM. THE EDUCATION COMMITTEE HAS ALSO ENCOURAGED THE USE OF PUBLIC INFORMATION MASS MEDIA IN RELATING THE EDUCATIONAL ACCOMPLISHMENTS OF THE NAVAJO CHILDREN. CONFERENCES HAVE BEEN SPONSORED AS HAVE CAMPAIGNS TO ENCOURAGE THE CHILDREN TO CONTINUE THEIR EDUCATION. EFFECTIVE UTILIZATION AND COORDINATION OF FEDERAL PROGRAMS HAS ENABLED SEVERAL INSTRUCTIONAL PROGRAMS AND A DEMONSTRATION SCHOOL TO BECOME OPERATIONAL. BOARDING SCHOOLS, IMPROVED ROADS, AND ADDITIONAL FINANCIAL SUPPORT ARE LISTED AS THE PRIMARY NEEDS IN NAVAJO EDUCATION. THIS ARTICLE APPEARS IN THE "NAVAJO TIMES," WINDOW ROCK, ARIZONA, APRIL 4, 1968, P.27. (ES)

ED020833 RC002497
THE IMPLICATIONS OF CHANGE FOR SCHOOL ADMINISTRATION. 10OCT60, 8P.

A MAJOR TASK OF THE COUNTY SUPERINTENDENT AND HIS STAFF IS THAT OF PLANNING NECESSARY FACILITIES AND PROVIDING SPECIALIZED PERSONNEL. HIS MAJOR RESPONSIBILITY IS THAT OF MAINTAINING UNIFORMITY IN COURSE CONTENT AND LEVEL OF ACHIEVEMENT IN SCHOOLS IN VARIOUS COUNTIES AND ACROSS STATE LINES. USE OF TELEVISED EDUCATIONAL PROGRAMS HAS BECOME ALL BUT IMPOSSIBLE DUE TO SCHEDULING DIFFICULTIES AMONG SCHOOLS. AN IMMEDIATE NEED EXISTS FOR COORDINATED SCHEDULING AT THE DISTRICT LEVEL TO ALLOW CAPABLE STUDENTS AN OPPORTUNITY TO VIEW EDUCATIONAL PROGRAMS, AND ATTEND COLLEGES OR VOCATIONAL SCHOOLS PART TIME. IF THIS OBJECTIVE IS TO BE REALIZED, THE COUNTY SUPERINTENDENT MUST ASSURE THAT ALL HIGH SCHOOLS CONCERNED HAVE THE SAME NUMBER OF PERIODS IN MORNING AND AFTERNOON, AND SCHOOL DAYS OF REASONABLY EQUAL LENGTH. OTHER SERVICES THE OFFICE OF THE SUPERINTENDENT IS UNIQUELY QUALIFIED TO ADMINISTER INCLUDE THE FILM LIBRARY (AS ENABLED BY THE NATIONAL DEFENSE EDUCATION ACT OF 1958), SPECIAL EDUCATION, AND TECHNICAL HIGH SCHOOLS. THIS SPEECH WAS PRESENTED TO THE ANNUAL NATIONAL CONFERENCE OF COUNTY AND RURAL AREA SUPERINTENDENTS (15TH, LOUISVILLE, OCTOBER 9-12,1960). (DA)

ED020834 RC002500
A DYNAMIC CHARTER FOR RURAL EDUCATION. 29SEP61, 7P.

ALTHOUGH WE ARE PRESENTLY WITNESSING AN INCREASING EXODUS FROM FARMS TO URBAN CENTERS, IN THE FORSEEABLE FUTURE FARMING AREAS WILL FILL WITH PEOPLE AS THE POPULATION CONTINUES TO INCREASE. PROBLEMS ASSOCIATED WITH THESE EVENTS ARE BECOMING CLEARLY DEFINED, AND IF AN ATTEMPT IS TO BE MADE TO COPE WITH THESE PROBLEMS, A UNIFIED TEACHING PROFESSION MUST BE CREATED AT ALL ECHELONS OF EDUCATION. REORGANIZATION OF DISTRICTS IS ESSENTIAL IF WE ARE TO PROVIDE NECESSARY LEVELS OF EDUCATION FOR MOST CHILDREN. MULTIPURPOSE HIGH SCHOOLS AND COMBINED LIBERAL ARTS AND TECHNICAL CENTERS ARE NEEDED TO MEET OUR GROWING NEED FOR INDUSTRIAL EDUCATION. A CULTURE-CENTERED CURRICULUM IS NEEDED, INCLUDING INTERNATIONAL AS WELL AS NATIONAL VIEWS. FINANCIAL RESOURCES SHOULD BE INCREASED WITH THE UNDERSTANDING THAT EDUCATION CREATES RESOURCES RATHER THAN DEPLETES THEM. INTERNATIONAL AGRICULTURAL RELATIONS SHOULD ENCOURAGE, THROUGH STUDENT AND ADULT EXCHANGE PROGRAMS, THE SPREAD OF MODERN TECHNIQUES TO ALL COUNTRIES. THIS SPEECH WAS DELIVERED TO THE ANNUAL CONFERENCE OF THE DEPARTMENT OF RURAL EDUCATION, NEA (PITTSBURGH, PA., SEPTEMBER 29-30, 1961). (DA)

ED020837 RC002509
THE CLASSROOM AIDE. NOV65, 12P.

TO RELIEVE THE NON-INSTRUCTIONAL BURDEN UPON THE CLASSROOM TEACHER, THE QUEMADO PUBLIC SCHOOLS EXPERIMENTED WITH A TEACHER AIDE PROGRAM, UTILIZING A SINGLE TEACHER AIDE IN ELEMENTARY LANGUAGE ARTS AND HIGH SCHOOL PROGRAMED MATHEMATICS THE FIRST YEAR OF THE PROJECT. AS A RESULT OF THE EXPERIMENT'S SUCCESS, THE FOLLOWING SCHOOL YEAR (1963-1964) CLASSROOM AIDES WERE EMPLOYED IN EACH OF THE 4 QUEMADO PUBLIC SCHOOLS COVERING ALL SUBJECT MATTER AREAS. AS A CONSEQUENCE OF THE INCREASED NUMBER OF CLASSROOM AIDES EMPLOYED, IT BECAME NECESSARY TO DEFINE A CLASSROOM AIDE, AND OUTLINE AN AIDE'S QUALIFICATIONS AND DUTIES. USE OF THE CLASSROOM AIDE ALLOWED THE TEACHER MORE TIME FOR INDIVIDUALIZING INSTRUCTION, DEVELOPING TEACHING MATERIALS, AND TRIAL-TESTING CLASSROOM EXPERIMENTS AND DEMONSTRATIONS PRIOR TO THEIR USE. TIME FOR SMALL GROUP INSTRUCTION BECAME MORE OF A REALITY BECAUSE THE TEACHER WAS FREED FROM SUCH NON-INSTRUCTIONAL DUTIES AS COLLECTING MONEY, TAKING ATTENDANCE, AND MARKING OBJECTIVE TYPE TESTS AND WORKBOOKS. IT WAS SUGGESTED THAT A PROGRAM OF TEACHER AIDE PREPARATION BE UNDERTAKEN EITHER BY LOCAL SCHOOL SYSTEMS, OR BY COLLEGES AND UNIVERSITIES. (DA)

ED020840 RC002530
THE COMPETENT TEACHER OF THE DISADVANTAGED. 22FEB66, 6P.

THE EFFECTIVE TEACHER OF THE DISADVANTAGED MUST POSSESS, FIRST OF ALL, THE QUALITIES DISTINGUISHING A GOOD TEACHER IN ANY SCHOOL IN OUR SOCIETY, AND AT THE SAME TIME, HE MUST BE COGNIZANT OF THOSE DIFFERING VALUES WHICH SEPARATE THE DISADVANTAGED SUB-CULTURE FROM THE MAINSTREAM OF OUR SOCIAL STRUCTURE. AN EFFECTIVE TEACHER EDUCATION PROGRAM CAN DEVELOP IN EACH TEACHER A KNOWLEDGE OF SPECIFIC MEANS OF HELPING THE DISADVANTAGEGEGE, A COMPREHENSIVE UNDERSTANDING OF THEIR EDUCATIONAL NEEDS, AND A SENSE OF RESPECT FOR THE DISADVANTAGED CHILD. A WELL-ORGANIZED INSERVICE PROGRAM SHOULD BE ESTABLISHED TO GIVE A DEEPER UNDERSTANDING OF THE VALUES, MOTIVATIONAL FACTORS, AND ACHIEVEMENT DESIRES OF MEMBERS OF THE DISADVANTAGED SUB-CULTURE. FUNDS ARE AVAILABLE TO PROVIDE MATERIAL RESOURCES, BUT IT WILL REMAIN THE TASK OF THE TEACHERS CONCERNED, THROUGH IN-SERVICE TEACHER EDUCATION PROGRAMS, TO PROVIDE EFFECTIVE PLANNING, PROPER TIMING, AND A COOPERATIVE APPROACH IN MEETING THE EDUCATIONAL REQUIREMENTS OF THESE CHILDREN. THIS SPEECH WAS DELIVERED TO THE ARKANSAS EDUCATION ASSOCIATION CONFERENCE ON THE DISADVANTAGED (LITTLE ROCK, FEBRUARY 22, 1966). (DA)

ED020843 RC002536
THE EVOLVING INTERMEDIATE UNIT. 21APR66. 10P.

THE TRADITIONAL CONCEPT OF THE INTERMEDIATE ADMINISTRATIVE SCHOOL UNIT IS THAT OF THE COUNTY SUPERINTENDENT OF SCHOOLS OPERATING AS AN ARM OF THE STATE, WITH REGULATORY POWERS AND RECORD KEEPING DUTIES AS WELL AS EDUCATIONAL LEADERSHIP FUNCTIONS. THE NEW TYPE OF UNIT THAT IS EVOLVING IS LARGELY SERVICE ORIENTED (I.E., SPECIAL EDUCATION, DATA PROCESSING, CURRICULUM SPECIALISTS, ETC.), AND USUALLY IT COVERS A MULTI-COUNTY AREA. WHEN DETERMINING THE ORGANIZATIONAL STRUCTURE AND RESPONSIBILITIES OF THESE UNITS, IT MUST BE REMEMBERED THAT ALL LEVELS OF A 3-ECHELON STATE SCHOOL SYSTEM MAINTAIN A DELICATE BALANCE OF RELATIONSHIPS, AND EACH LEVEL REFLECTS CHANGES MADE IN ANY OTHER LEVEL. THE LEGISLATURE DELEGATES SPECIFIC FUNCTIONS TO THE VARIOUS LEVELS OF STATE ORGANIZATIONAL STRUCTURE. IT SHOULD BE REMEMBERED THAT LOCAL CONTROL OF EDUCATION IS IN EFFECT ONLY AS THE STATE LEGISLATURE CHOOSES TO MAKE IT, AND THAT NO IN-LINE STAFF HIERARCHY EXISTS BETWEEN THE DIFFERENT LEVELS. THIS PAPER WAS PRESENTED AT THE CONFERENCE ON SCHOOL DISTRICT REORGANIZATION AND THE INTERMEDIATE SERVICE UNIT (HARRISBURG, PA., APRIL 21-22, 1966). (DK)

ED020959 UD005200
DECENTRALIZATION AND URBAN SCHOOLS. OCT67, 5P.

EDUCATIONAL FLAWS ARE MAGNIFIED IN BIG CITY SCHOOL SYSTEMS BECAUSE (1) THE SIZE OF URBAN SYSTEMS CREATES BUREAUCRACIES WHICH CAUSE A PHILOSOPHICAL AND PROCEDURAL RIGIDITY, AND (2) URBAN SYSTEM PUPILS ARE UNABLE OR UNWILLING TO CONFORM TO EDUCATORS' COMPLACENT NOTIONS OF WHAT CHILDREN AND SCHOOLS SHOULD BE. PROGRAMS AIMED AT THE CULTURALLY DISADVANTAGED FAIL BECAUSE THEY ARE TACKED ON TO A DYSFUNCTIONAL EDUCATIONAL SYSTEM. DECENTRALIZATION WITH A CONCOMITANT CLIMATE FOR CHANGE IS NEEDED. ASIDE FROM AN INCREASED RESPONSIVENESS AND EMPHASIS ON INDIVIDUAL AND COMMUNITY NEEDS, THIS CLIMATE WOULD CHANGE TEACHING CAREER PATTERNS AND REWARD SYSTEMS AND MAKE GREATER USE OF COMMUNITY RESOURCES. DECENTRALIZATION MAY BE A WAY TO TRANSFORM BOTH THE EDUCATIONAL SYSTEM AND THE PROCESSES OF EDUCATION WHICH IT DETERMINES. THIS ARTICLE WAS PUBLISHED IN "EDUCATIONAL LEADERSHIP," VOLUME 25, NUMBER 1, OCTOBER 1967. (AF)

ED020963 UD005204
CITIES ARE CHANGING. OCT67, 6P.

THE EFFECT OF PHYSICAL AND SOCIAL CHANGES IN LARGE CITIES ARE DISCUSSED. POPULATION GROWTH IN THE LAST FEW YEARS HAS OCCURRED PRIMARILY IN THE SUBURBS. URBAN RENEWAL HAS REALIGNED AND RELOCATED THE RACES AND THE SOCIAL CLASSES, AND FREEWAY CONSTRUCTION HAS CREATED INTERURBAN STRIPS. CASUALTIES OF THESE CHANGES ARE CROWDING THE MIDDLE NEIGHBORHOODS OF THE CITY, WHERE NEW SLUMS ARE DEVELOPING. AS A RESULT, THE PUBLIC SCHOOLS ARE EXPERIENCING PROBLEMS OF FINANCING, DISTRICTING, AND CULTURE CLASH. BECAUSE SCHOOLS CAN NO LONGER RELY ON REVENUES FROM A SHRINKING PROPERTY TAX BASE, INCREASED FEDERAL ASSISTANCE AND/OR STATE INCOME TAXES WILL BE NECESSARY. INTERDISTRICT COMPETITION SHOULD BE ERADICATED, AND MORE THAN COMPENSATORY EDUCATION IS NEEDED TO MINIMIZE THE CULTURE CLASH. (ALTHOUGH THE ARTICLE APPLIES TO LARGE U.S. CITIES IN GENERAL, EXAMPLES ARE DRAWN FROM CONDITIONS IN DETROIT.) THIS ARTICLE WAS PUBLISHED IN "EDUCATIONAL LEADERSHIP," VOLUME 25, NUMBER 1, OCTOBER 1967. (AF)

ED020966 UD005354
DESEGREGATION, A NEW APPROACH, A NEW DEADLINE. 68, 5P.

THIS ARTICLE DESCRIBES THE POLICY OF THE U.S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE FOR ENFORCING SCHOOL DESEGREGATION GUIDELINES. THE NEW GOAL SET BY THE U.S. OFFICE OF EDUCATION'S COMPLIANCE SECTION, THE OFFICE OF CIVIL RIGHTS, IS TO END THE DUAL SCHOOL SYSTEM IN THE SOUTH BY 1969. MANY CIVIL RIGHTS WORKERS CONTEND THAT THE NEW DEADLINE IS A DELAYING TACTIC BY THE GOVERNMENT AND THAT THE NEGRO COMMUNITY IS RAPIDLY BECOMING DISENCHANTED WITH THE GOVERNMENT'S DESEGREGATION EFFORTS. IN CONTRAST, FEDERAL SPOKESMEN FEEL THAT "REMARKABLE PROGRESS" TOWARD DESEGREGATION HAS BEEN MADE AND THAT SOUTHERN SCHOOLMEN HAVE SHIFTED FROM DEFIANCE TO COMPLIANCE. THE ARTICLE ALSO DISCUSSES THE OFFICE OF EDUCATION'S NEW REGULATIONS FOR THE TERMINATION OF FUNDS FROM SCHOOL DISTRICTS WHICH DO NOT COMPLY WITH THE GUIDELINES. THIS ARTICLE WAS PUBLISHED IN THE "SOUTHERN EDUCATION REPORT," VOLUME 3, NUMBER 6, JANUARY-FEBRUARY 1968. (DK)

ED020982 UD005729
SOMETIMES IT GOT WILD IN ARKANSAS. DEC66, 5P.

THIS ARTICLE DISCUSSES THE NATIONAL TEACHING CORPS TRAINING PROGRAM IN ARKANSAS, WHICH CONSISTS OF 24 INTERNS AND 9 MASTER TEACHERS, SEVERAL ECONOMISTS, PSYCHOLOGISTS, SOCIOLOGISTS, ELEMENTARY EDUCATION SPECIALISTS, COUNSELING SPECIALISTS, AND AN AUDIOVISUAL EXPERT. FOR 10 WEEKS THE GROUP HELD A SEMINAR ON THE EDUCATION OF THE DISADVANTAGED, CONCENTRATING ON THE EDUCATIONAL, ECONOMIC, SOCIOLOGICAL, AND PSYCHOLOGICAL CHARACTERISTICS AND PROBLEMS OF STUDENTS FROM POOR FAMILIES. IN THE FIELD, TWO TEAM LEADERS OPERATED AS "CIRCUIT RIDERS," SUPERVISING INTERNS IN MORE THAN ONE SCHOOL. THE CORPSMEN WORKED AS COUNSELORS AND TUTORS OF INDIVIDUAL CHILDREN RATHER THAN AS CLASSROOM TEACHERS. THE NEED TO ESTABLISH

ONE-TO-ONE RELATIONSHIPS WAS CONSIDERED PARAMOUNT. CORPSMEN NOT PREVIOUSLY ELIGIBLE WERE GRANTED EMERGENCY TEACHING CERTIFICATES. NEW PRACTICES AND IDEALISM WERE BROUGHT BY THE CORPSMEN TO OUTLYING SCHOOL DISTRICTS WHOSE EDUCATIONAL PROBLEMS ARE MANIFOLD. THIS ARTICLE WAS PUBLISED IN "SOUTHERN EDUCATION REPORT," VOLUME 2, NUMBER 5, DECEMBER 1966. (DK)

ED020991 UD005985
THE NEGLECTED MAJORITY. 01MAR67, 15P.

THIS SPEECH EXAMINES THE STATE OF SECONDARY EDUCATION IN THE UNITED STATES, AND NOTES THAT THERE IS A NEED FOR GREATER CONCERN FOR THE EDUCATION OF STUDENTS WHO ARE NOT COLLEGE BOUND. THE NEW FEDERAL PROGRAMS FOR EDUCATION CAN ENABLE SCHOOL SYSTEMS TO REMEDIATE THE EDUCATIONAL DEFICITS OF DISADVANTAGED SECONDARY SCHOOL STUDENTS. EDUCATION FOR THE DISADVANTAGED CAN ALSO BE HELPED BY EDUCATORS' EFFORTS TO INCREASE THEIR UNDERSTANDING OF SLUM YOUTH AND TO REVERSE CURRENT PREFERENTIAL TEACHER PLACEMENT POLICIES WHICH ASSIGN THE LEAST EXPERIENCED TEACHERS TO THE MORE DIFFICULT SCHOOLS. SPECIALIZED TRAINING FOR PROSPECTIVE TEACHERS OF THE DISADVANTAGED IS FELT TO BE IMPORTANT. ALSO, JOB TRAINING AND VOCATIONAL EDUCATION ARE IMPERATIVE FOR THOSE STUDENTS WHO DO NOT AND WILL NOT HAVE A HIGH SCHOOL DIPLOMA. VOCATIONAL EDUCATION CURRICULUMS OUGHT TO BE RENOVATED TO CREATE AN ATTITUDE OF RESPECT FOR VOCATIONAL TRAINING. IT IS FELT, MOREOVER, THAT THE IDEAL IN SECONDARY EDUCATION IS THE COMPREHENSIVE HIGH SCHOOL. THIS PAPER IS AN ADRESS PRESENTED BEFORE THE ANNUAL CONVENTION OF THE NATIONAL ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS (DALLAS, TEXAS, MARCH 1, 1967). (NH)

ED021005 UD006283
INTEGRATION AND THE SCHOOLS, A STATEMENT OF POLICY AND RECOMMENDATIONS. POSITION PAPER NO. 3. JAN68, 13P.

THIS POSITION PAPER REAFFIRMS THE DETERMINATION OF THE REGENTS OF THE UNIVERSITY OF THE STATE OF NEW YORK TO ELIMINATE RACIAL SEGREGATION IN THE SCHOOLS OF THE STATE. TOWARD THIS OBJECTIVE, A SET OF GUIDING PRINCIPLES ARE OFFERED FOR USE IN THE DEVELOPMENT OF LOCAL POLICIES AND PLANS. THIRTEEN RECOMMENDATIONS FOR ATTAINING INTEGRATED EDUCATION INCLUDE (1) ESTABLISHING SCHOOL ATTENDANCE AREAS THAT ARE BASED ON A CROSS-SECTION OF A SCHOOL DISTRICT'S POPULATION, (2) DEVELOPING A DISTRICT PLAN FOR RACIAL BALANCE, AND (3) EMPHASIZING THE INITIATION OF ANTI-SEGREGATION STEPS BY OTHER PUBLIC AND PRIVATE AGENCIES. ALSO RECOMMENDED ARE INTERDISTRICT COOPERATION TO BE FACILITATED BY LEGISLATION AND INCREASED APPROPRIATIONS FOR SCHOOL FINANCING. IN ADDITION, TEACHING MATERIALS SHOULD REFLECT THE CULTURAL AND ETHNIC DIVERSITY OF AMERICAN LIFE, AND PRESERVICE AND INSERVICE TRAINING IN THE SPECIAL REQUIREMENTS OF INTEGRATION SHOULD BE OFFERED FOR ALL WHO ARE CONCERNED WITH THE SCHOOLS. THE ELIMINATION OF SCHOOL SEGREGRATION IS CONSIDERED A NECESSITY IF EDUCATIONAL OBJECTIVES ARE TO BE ACHIEVED. (NH)

ED021009 UD006374
THE CIVIL RIGHTS FIASCO IN PUBLIC EDUCATION, DESEGREGATION SINCE 1964. MAY66, 5P.

THIS ARTICLE CRITICIZES THE U.S. OFFICE OF EDUCATION'S (USOE) "INEFFECTIVE" ENFORCEMENT OF SCHOOL DESEGREGATION AS REQUIRED UNDER THE 1964 CIVIL RIGHTS ACT, TITLE VI, AND THE DISCRIMINATORY DISTRIBUTION OF FEDERAL AID TO EDUCATION. IT IS FELT THAT DESPITE THE NONDISCRIMINATION REQUIREMENTS OF SECTION 601 OF THE TITLE FEDERAL AID TO EDUCATION OFTEN "BLATANTLY" DISCRIMINATES AGAINST NEGRO STUDENTS. THE GUIDELINES FOR COMPLIANCE WITH TITLE VI, ISSUED IN APRIL 1965, ARE SAID TO BE INADEQUATE. LATER GUIDELINES (1966) ATTEMPTED TO CORRECT THE FAILURES OF THE FIRST SET IN ORDER TO ENFORCE COMPLIANCE. HOWEVER, IT STILL APPEARS THAT ENFORCEMENT IS HAMPERED BY THE PROCEDURES REQUIRED FOR TERMINATING FINANCIAL ASSISTANCE TO SCHOOL SYSTEMS IN VIOLATION OF THE GUIDELINES. LACK OF A USOE ENFORCEMENT STAFF AND VACILLATION AT THE POLICY AND DECISION-MAKING LEVELS FURTHER DELAY THE DESEGREGATION MANDATED BY TITLE VI. MOREOVER, SINCE TITLE VI IS NOT SELF-ENFORCING, LOCAL ACTION ON A BROAD SCALE WILL BE NEEDED TO IMPLEMENT IT. THIS ARTICLE WAS PUBLISHED IN THE "PHI DELTA KAPPAN," VOLUME 47, NUMBER 9, MAY 1966. (NH)

ED021012 UD006377
DESEGREGATION AND INTEGRATION. MAY66, 8P.

THIS ARTICLE IS A GENERAL REVIEW OF VARIOUS ASPECTS OF SCHOOL DESEGREGATION AND INTEGRATION IN THE DEEP SOUTH. IT POINTS OUT THAT THERE HAS BEEN LITTLE SCIENTIFIC AND OBJECTIVE INQUIRY INTO SOUTHERN DESEGREGATION. INFORMATION IS NEEDED ABOUT NEGRO STUDENTS AND TEACHERS IN BIRACIAL SCHOOLS, STUDENT AND TEACHER ATTITUDES IN SEGREGATED AND DESEGREGATED SCHOOLS, TRAINING FOR TEACHING THE DISADVANTAGED, INSTRUCTIONAL INNOVATIONS, USE OF EVALUATION INSTRUMENTS IN DESEGREGATED SCHOOLS, AND THE FINANCIAL PROBLEMS OF DESEGREGATED SCHOOL SYSTEMS. THE ACADEMIC SUCCESS OF STUDENTS OF BOTH RACES IN DESEGREGATED SCHOOLS SHOULD ALSO BE DOCUMENTED. OTHER TOPICS DESCRIBED AS REQUIRING FURTHER STUDY ARE COMMUNITY ATTITUDES TOWARDS DESEGREGATION, ADMINISTRATIVE LEADERSHIP IN THE DESEGREGATION PROCESS, AND THE USE OF NEGRO FACILITIES AFTER SEGREGATED SCHOOLS ARE CLOSED. THIS ARTICLE WAS PUBLISHED IN THE "PHI DELTA KAPPAN," VOLUME 47, NUMBER 9, MAY 1966. (NH)

ED021016 UD006410
A SLUM-AREA SCHOOL FACES ITS PROBLEMS WITH A DIFFERENCE. MAY68, 2P.

AN ELEMENTARY SCHOOL IN A SLUM AREA SERVES AS A TEACHING LABORATORY FOR EDUCATION STUDENTS AT TRENTON STATE COLLEGE (TSC). WITH FINANCING FROM TITLE III OF THE ELEMENTARY AND SECONDARY EDUCATION ACT, THIS SCHOOL-COLLEGE COOPERATIVE PROGRAM HAS INTRODUCED DEMONSTRATION TEACHERS, NEW CLASSROOM TEACHERS, TEACHING AIDES, A BILINGUAL TEACHER, AND VARIOUS ANCILLARY PERSONNEL TO A SCHOOL WHOSE REGISTER IS 90 PERCENT NEGRO AND 8 PERCENT PUERTO RICAN. THERE HAS BEEN A NOTICEABLE INCREASE IN PARENT PARTICIPATION IN SCHOOL ACTIVITIES AND A DECREASE IN VANDALISM SINCE THE INCEPTION OF THE PROGRAM. TSC IS ALSO INVOLVED IN OTHER PROGRAMS FOR THE EDUCATION OF THE DISADVANTAGED. THIS ARTICLE WAS PUBLISHED IN THE "SOUTHERN EDUCATION REPORT," VOLUME 3, NUMBER 9, MAY 1968. (NH)

ED021017 UD006411
A PLACE TO START. MAY68, 5P.

DESCRIBED ARE THE EFFORTS OF THE EAST HARLEM COMMUNITY AND A NEW YORK CITY PHILANTHROPIST TO REOPEN THE EAST HARLEM NEIGHBORHOOD STUDY CLUB, A STOREFRONT CENTER PROVIDING STUDY FACILITIES, HOMEWORK HELP, AND INSTRUCTION IN BASIC SKILLS. THE CLUB IS STAFFED BY VOLUNTEERS AND PAID PROFESSIONALS, WITH ADDITIONAL HELP FROM VISTA AND THE NEIGHBORHOOD YOUTH CORPS. THIS ARTICLE WAS PUBLISHED IN THE "SOUTHERN EDUCATION REPORT," VOLUME 3, NUMBER 9, MAY 1968. (NH)

ED021019 UD006414
TITLE IV, THE "HELP" PROGRAM IS EXPANDED. MAY68, 2P.

THE ADMINISTRATION BY THE U.S. OFFICE OF EDUCATION OF THE COMPLIANCE PROGRAM OF THE CIVIL RIGHTS ACT OF 1964 HAS BEEN REORGANIZED. UNDER NEW GUIDELINES GREATER STRESS HAS BEEN PUT ON TECHNICAL ASSISTANCE AVAILABLE UNDER TITLE IV OF THE ACT. BUDGET AND STAFF HAVE BEEN INCREASED, AND A NEW DIRECTOR HAS BEEN APPOINTED WHO ALSO ACTS AS LIAISON WITH THE ADMINISTRATORS OF OTHER U.S. OFFICE OF EDUCATION PROGRAMS. THE TITLE IV PROGRAM OPERATES BY REQUEST ONLY FROM SCHOOL DISTRICTS OR STATE AGENCIES WHICH ASK FOR HELP WITH DESEGREGATION PROBLEMS. THIS ARTICLE WAS PUBLISHED IN THE "SOUTHERN EDUCATION REPORT," VOLUME 3, NUMBER 9, MAY 1968. (NH)

ED021049 VT003561
CONCURRENT WORK-EDUCATION (PROGRAMS IN THE 50 STATES 1965-66). INITIAL DRAFT. 66, 74P.

A DESCRIPTIVE REPORT OF THE CONDUCT OR STATUS OF CONCURRENT WORK-EDUCATION PROGRAMS IN EACH OF THE 50 STATES IS PRESENTED. DATA ARE REPORTED FOR TWO DISTINCT PROGRAMS--(1) COOPERATIVE EDUCATION, A PROGRAM IN WHICH THE STUDENTS WORK PART-TIME AND STUDY IN A FORMAL CLASSROOM SETTING PART-TIME, AND (2) WORK-STUDY, A PROGRAM IN WHICH STUDENTS IN VOCATIONAL PROGRAMS, WHO HAVE NEED OF FINANCIAL ASSISTANCE IN ORDER TO REMAIN IN SCHOOL, ARE PLACED IN PUBLIC AGENCIES, MAINLY THE LOCAL SCHOOL. DATA WERE OBTAINED FROM EACH OF THE 50 STATE DEPARTMENT OF EDUCATION OFFICES VIA PERSONAL VISITS AND FROM A SAMPLE OF INDIVIDUAL SCHOOL DISTRICTS VIA MAILED QUESTIONNAIRES. OF 1,836 QUESTIONNAIRES SENT TO A RANDOM SAMPLE OF 1,757 HIGH SCHOOLS AND 88 POST-HIGH SCHOOLS IN THE UNITED STATES, 1,535 WERE RETURNED. APPROXIMATELY 18,000 HIGH SCHOOLS OFFERED GRADES 10, 11, AND 12 IN THE UNITED STATES DURING 1965-66. OF THESE, 2,509 HAD A WORK-STUDY OFFERING AND 3,333 HAD COOPERATIVE-EDUCATION PROGRAMS. THERE WERE 44,817 HIGH SCHOOL STUDENTS AND 7,418 POST-HIGH SCHOOL STUDENTS ENROLLED IN WORK-STUDY PROGRAMS, AND 117,035 HIGH SCHOOL STUDENTS AND 4,243 POST-HIGH SCHOOL STUDENTS ENROLLED IN COOPERATIVE-EDUCATION PROGRAMS. CORRELATIONS WERE COMPUTED BETWEEN ENROLLMENTS IN THE PROGRAMS AND SELECTED DEMOGRAPHIC, ECONOMIC, AND ORGANIZATIONAL VARIABLES RELATED TO THE INDIVIDUAL SCHOOLS. ENROLLMENTS BY STATES AND VOCATIONAL EDUCATION AREAS AND EXPENDITURES BY STATES ARE INCLUDED. (PS)

ED021050 VT003700
EMERGING PROGRAMS OF VOCATIONAL AND TECHNICAL EDUCATION IN SECONDARY SCHOOLS OF MISSOURI IN RELATION TO MANPOWER NEEDS. (D.ED. THESIS SUMMARY). 22MAR67, 32P.

THE NUMBER AND TYPES OF VOCATIONAL AND TECHNICAL EDUCATION PROGRAMS BEING DEVELOPED BY SCHOOL DISTRICTS WERE STUDIED TO FIND A STATEWIDE PATTERN AND TO ASCERTAIN HOW WELL THE PRESENT AND PROPOSED PROGRAMS RELATE TO PROJECTED MANPOWER NEEDS. DATA CONCERNING PRESENT REIMBURSABLE PROGRAMS, SECURED FROM THE MISSOURI STATE DEPARTMENT OF EDUCATION, WERE TABULATED AS A BASIS FOR PROJECTING EXPANSION. ADDITIONAL DATA WERE COLLECTED BY FOUR INFORMATION FORMS SENT TO 507 SUPERINTENDENTS OF SECONDARY SCHOOL DISTRICTS, 506 DISTRICT BOARD PRESIDENTS, AND 17 LOCAL VOCATIONAL DIRECTORS. THE CHI-SQUARE TEST OF HOMOGENEITY WAS USED TO ASCERTAIN THE RELATIVE MERIT OF A GIVEN PROGRAM IN RELATION TO PLANS FOR ESTABLISHING OR IMPLEMENTING IT. BUREAU OF THE CENSUS 1960 LABOR FORCE STATISTICS WERE PROJECTED TO 1970 TO ASCERTAIN MANPOWER

NEEDS FOR MAJOR OCCUPATIONAL GROUPS IN THE STATE. SOME OF THE CONCLUSIONS WERE--(1) THERE IS A SERIOUS INADEQUACY OF VOCATIONAL EDUCATION PROGRAMS AMONG DISTRICTS OF ALL SIZES, (2) MANY PRACTICAL ARTS COURSES IN BUSINESS EDUCATION AND INDUSTRIAL ARTS WILL PROBABLY BE CONVERTED TO REIMBURSABLE VOCATIONAL COURSES, (3) MANY SUPERINTENDENTS ARE UNAWARE OR INDIFFERENT TO NEEDS IN HEALTH, TECHNICAL, AND TRADE AND INDUSTRIAL OCCUPATIONS, (4) LESS IMPORTANCE IS PLACED ON VOCATIONAL PROGRAMS FOR POST-HIGH SCHOOL YOUTH AND ADULTS, (5) A REIMBURSEMENT RATE OF 50 PERCENT WILL BE NEEDED TO ESTABLISH PROGRAMS IN A MAJORITY OF SCHOOL DISTRICTS, (6) AN IMBALANCE EXISTS IN ENROLLMENT AS RELATED TO OCCUPATIONAL GROUPS, AND (7) THE GREATEST PERCENT OF INCREASE WILL BE IN COURSES NOW HAVING LOW ENROLLMENT, BUT EXPANSION WILL FALL FAR SHORT OF NEEDS. (MM)

ED021052 VT004108
AN OPERATIONS RESEARCH MODEL FOR LOCATING AREA VOCATIONAL SCHOOLS. 13MAY67, 171P.

THE PURPOSES OF THIS STUDY WERE TO DETERMINE THE MAJOR CHARACTERISTICS OF A PREDICTIVE MODEL FOR USE IN LOCATING AND ESTABLISHING AREA VOCATIONAL SCHOOLS, DEVELOP THIS PREDICTIVE MODEL, AND ANALYZE THE STATISTICAL SIGNIFICANCE OF THE FACTORS COMPRISING EACH OF THE CHARACTERISTICS. A LITERATURE REVIEW AND CONFERENCES WITH STATE AND LOCAL EDUCATIONAL LEADERS WERE USED TO IDENTIFY THE MAJOR ELEMENTS FOR THE MODEL. A SURVEY OF 94 SCHOOLS IN 14 STATES PROVIDED DATA WHICH WAS ANALYZED AND CATEGORIZED INTO THE MODEL'S ELEMENTS. A JURY OF 30 EDUCATORS RANKED THE ELEMENTS ON RELATIVE IMPORTANCE. THE THREE MAJOR CHARACTERISTICS OF THE MODEL WERE POTENTIAL ENROLLMENT, JOB OPPORTUNITIES FOR GRADUATES, AND FINANCIAL SUPPORT. THE MODEL WAS APPLIED TO TWO COMMUNITIES IN NEW MEXICO TO PREDICT WHETHER OR NOT THEY COULD SUCCESSFULLY SUPPORT AN AREA VOCATIONAL SCHOOL. WHEN THE DISCRIMINANT FUNCTION MODEL WAS APPLIED TO THE SAMPLE OF EXISTING AREA VOCATIONAL SCHOOLS, THE RESULTS COINCIDED WITH CLASSIFICATIONS MADE BY STATE VOCATIONAL DIRECTORS AND THE INVESTIGATOR IN 86.17 PERCENT OF THE INSTANCES. SUCH MODELS CAN BE USED BY EDUCATORS AS ANALOGUES REPRESENTING PROCESSES OR SYSTEMS UNDER STUDY. (EM)

ED021069 VT005628
NATIONAL PROGRAM DEVELOPMENT INSTITUTES IN TECHNICAL EDUCATION, SUMMER 1967, A COMPILATION OF SELECTED PRESENTATIONS AND INSTRUCTIONAL MATERIALS. LEADERSHIP 16. MILLER, A.J.; VALENTINE, I.E., FEB68, 189P.

SELECTED MATERIALS GENERATED BY THE FOUR 1967 SUMMER LEADERSHIP DEVELOPMENT INSTITUTES IN TECHNICAL EDUCATION ARE PRESENTED. THE MATERIALS WERE COMPILED TO FULFILL A NEED FOR ADDITIONAL INSTRUCTIONAL MATERIALSTO BE USED IN CONDUCTING FUTURE STATE AND LOCALLY SPONSORED TRAINING ACTIVITIES AND INSTITUTES. COMMISSIONED PAPERS ARE--"A DESIGN FOR THE DYNAMIC LEADERSHIP IN VOCATIONAL EDUCATION IN THE DECADE AHEAD" BY RICHARD S. NELSON, "INTERMEDIATE AND LONG-RANGE PROGRAM PLANNING IN VOCATIONAL-TECHNICAL EDUCATION" BY JOSEPH T. NERDEN, AND "TECHNICIAN NEED SURVEYS" BY HERBERT RIGHTHAND. ALSO INCLUDED ARE--(1) 21 REPRESENTATIVE PAPERS ON INSTRUCTIONAL TOPICS DISCUSSED AT THE INSTITUTES CONDUCTED BY THE UNIVERSITY OF CALIFONRNIA AT LOS ANGELES, THE UNIVERSITY OF CONNECTICUT, UTAH STATE UNIVERSITY, AND MISSISSIPPI STATE UNIVERSITY, (2) A PRESENTATION ON THE ERIC SYSTEM DESIGNED AS A BASIC SCRIPT TO BE USED WITH TRANSPARENCIES WHICH CAN BE DUPLICATED FROM ACCOMPANYING ILLUSTRATIONS, AND (3) A SERIES OF VOCATIONAL AND TECHNICAL EDUCATION FACILITIES LAYOUTS PROVIDED BY THE U.S. OFFICE OF EDUCATION, BUREAU OF ADULT AND VOCATIONAL EDUCATION, AND DIVISION OF VOCATIONAL AND TECHNICAL EDUCATION, TO SHOW THE DIVERSITY OF FACILITY DESIGNS BEING IMPLEMENTED THROUGHOUT THE NATION. (HC)

ED021151 VT006309
NOTES AND WORKING PAPERS CONCERNING THE ADMINISTRATION OF PROGRAMS AUTHORIZED UNDER VOCATIONAL EDCATION ACT OF 1963. PUBLIC LAW 88-210, AS AMENDED. MAR68, 423P.

UNDER THE PROVISIONS OF THE VOCATIONAL EDUCATION ACT OF 1963, THE ADVISORY COUNCIL ON VOCATIONAL EDUCATION WAS DIRECTED TO REVIEW THE ADMINISTRATION AND STATUS OF VOCATIONAL EDUCATION PROGRAMS AND TO MAKE RECOMMENDATION FOR IMPROVING SUCH PROGRAMS. HIGHLIGHTS, RECOMMENDATIONS, ISSUES, AND PROBLEMS OF VOCATIONAL EDUCATION WITHIN THE NATIONAL CONTEXT OF CHANGING SOCIAL, EDUCATIONAL, AND ECONOMIC CONDITIONS ARE REPORTED. PUBLICATION 1 IS "HIGHLIGHTS AND RECOMMENDATIONS FROM THE GENERAL REPORT OF THE ADVISORY COUNCIL ON VOCATIONAL EDUCATION, 1968." PUBLICATION 2 IS THE "GENERAL REPORT OF THE ADVISORY COUNCIL ON VOCATIONAL EDUCATION, 1968." PUBLICATION 3 IS THE "SUMMARY AND RECOMMENDATIONS ADOPTED FROM THE GENERAL REPORT OF THE ADVISORY COUNCIL ON VOCATIONAL EDUCATION, 1968." SOME HIGHLIGHTS ARE--(1) ENROLLMENT IN VOCATIONAL EDUCATION INCREASED FROM APPROXIMATELY 4 MILLION IN 1962 TO ABOUT 7 MILLION IN 1967 WITH MAJOR ENROLLMENT IN SECONDARY SCHOOLS AND ADULT PROGRAMS, (2) HEAVIEST ENROLLMENTS WERE IN HOMEMAKING, TRADE AND INDUSTRIAL, AND OFFICE OCCUPATIONAL AREAS, AND (3) OF 347,370 GRADUATES AVAILABLE FOR PLACEMENT IN OCTOBER 1966, 80 PERCENT WERE PLACED IN FIELDS OR RELATED FIELDS FOR WHICH THEY TRAINED. TWO MAJOR RECOMMENDATIONS WERE THAT ALL FEDERAL VOCATIONAL EDUCATION ACTS ADMINISTERED BY THE OFFICE OF EDUCATION BE COMBINED INTO ONE ACT AND THAT TWO TO FOUR CENTERS FOR VOCATIONAL EDUCATION CURRICULUM DEVELOPMENT BE ESTABLISHED. (EM)

ED021168 AC002375
A DESCRIPTION AND EVALUATION OF SELECTED EDUCATIONAL COMPONENTS OF COMMUNITY ACTION PROGRAMS MAY 67, 88P.
DOCUMENT NOT AVAILABLE FROM EDRS.

A SURVEY WAS MADE OF COMMUNITY ACTION PROGRAMS (CAP) IN NINE COMMUNITIES WIDELY VARIED IN GEOGRAPHIC LOCATION, SIZE, AND CHARACTERISTICS. PRINCIPAL EMPHASIS WAS ON ORGANIZATIONAL AND PROGRAM POLICY BUT CURRICULUM CONTENT AND TEACHING TECHNIQUES WERE ALSO CONSIDERED. THE MOST PERVASIVE TYPE WAS THE REMEDIAL PROGRAM, COMMONLY DELEGATED TO A PUBLIC SCHOOL, MAKING USE OF VOLUNTEER TEACHERS AND NONPROFESSIONALS, SHOWING A SHIFT FROM A CONCENTRATION ON SUBJECT TO ONE ON THE "REAL" PROBLEMS OF THE CHILD, YET NOT DEALING WITH THE WHOLE FAMILY.

ED021199 AC002696
TEACHING AT A DISTANCE WEDELL, E.G.; PERRATON, H.D., JUN 68, 67P.
DOCUMENT NOT AVAILABLE FROM EDRS.

A 1966-67 COORDINATED NATIONAL EXTENSION COLLEGE PROGRAM IN GREAT BRITAIN COMBINED A SERIES OF 32 TELEVISION PROGRAMS, A HANDBOOK, A KIT FOR EXPERIMENTS, AND LECTURE COURSES AND SHORT RESIDENTIAL COURSES TO TEACH 0 LEVEL PHYSICS. THE AVERAGE AUDIENCE FOR THE BROADCASTS WAS ESTIMATED AT 25,000 OR MORE. IN ADDITION, 8,941 HANDBOOKS WERE SOLD, 3,970 PERSONS BOUGHT KITS, 680 REGISTERED FOR THE CORRESPONDENCE COURSES, AND AT LEAST 15 TOOK THE 0 LEVEL EXAMINATION (OF WHOM 11 PASSED). QUESTIONNAIRES RETURNED BY 342 ENROLLEES GAVE DATA ON AGE GROUPS, PREVIOUS EDUCATION AND QUALIFICATIONS, OCCUPATIONS, REASONS FOR TAKING THE COURSE, AND REACTIONS TO THE COURSE. SCHOOLS THAT ALSO PARTICIPATED GENERALLY USED THE COMBINED SCHEME FOR SMALL GROUPS OF STUDENTS, WHILE THE BROADCASTS WERE USED MORE WIDELY BY WHOLE CLASSES AS A BACKGROUND TO SCHOOL INSTRUCTION. STAFFING PROBLEMS, PLANNING NEEDS, THE EFFECTIVENESS OF SIMPLE APPARATUS AND EXPERIMENTS, AND THE VALUE OF THE BROADCASTS FOR BOTH ADULTS AND CHILDREN WERE INDICATED. GENERAL PROBLEMS WERE NOTED IN DEALING WITH THE MATHEMATICAL ASPECTS OF PHYSICS, COORDINATING THE ELEMENTS OF THE SERIES, IDENTIFYING THE TARGET AUDIENCE, OBTAINING FEEDBACK, AND DETERMINING THE PACE, LENGTH, TIMING, AND PROGRESSION OF THE BROADCASTS. (THE DOCUMENT INCLUDES SIX TABLES AND THREE APPENDIXES.) (LY)

ED021310 EA001326
A STUDY OF INTER-RELATIONSHIPS BETWEEN EDUCATION, MANPOWER AND ECONOMY. 7 NOV 67, 44P.

THE MODEL CONSIDERED IN THIS PAPER, THE G.A.M.E. EDUCATIONAL PLANNING MODEL, PROVIDES A MEANS OF STUDYING THE INTER-RELATIONSHIPS AMONG EDUCATION, MANPOWER, AND THE ECONOMY. THE MODEL WAS ORIGINALLY CONSTRUCTED FOR USE AT THE TRAINING SEMINAR, GLOBAL ACCOUNTS FOR MANPOWER AND EDUCATION (G.A.M.E.), HELD IN DUBLIN, IRELAND, SEPTEMBER 4-20, 1967. DESIGNED TO QUANTIFY CERTAIN STRUCTURAL RELATIONSHIPS WITHIN AND AMONG THESE SYSTEMS, THE MODEL CAN BE USED IN A MANNER WHICH CLOSELY APPROXIMATES THE WAY IN WHICH PLANNING IS CARRIED OUT IN PRACTICE. THE MODEL IS DESIGNED TO ANALYZE VARIOUS PLANNING DECISIONS IN TERMS OF THEIR CONSISTENCY, AND, IN CASES IN WHICH DYSFUNCTIONS ARE DISCOVERED, IT CAN BE USED IN AN ITERATIVE MANNER TO ARRIVE AT MUTUALLY CONSISTENT AND BALANCED PLANS. THE MODEL CONSIDERS THREE SEPARATE SYSTEMS: THE EDUCATIONAL SYSTEM, THE MANPOWER SYSTEM, AND THE INTER-INDUSTRY SYSTEM. THE BODY OF THE PAPER IS CONCERNED WITH A QUALITATIVE DESCRIPTION OF THE MODEL, WHILE THE MATHEMATICAL DESCRIPTION OF THE MODEL IS CONTAINED IN AN APPENDIX. (HW)

ED021311 EA001327
TOWARDS A NATIONAL EDUCATIONAL PLANNING MODEL. 13 NOV 67, 18P.

THIS PAPER DISCUSSES EDUCATIONAL PLANNING ACTIVITIES IN WHICH THE ORGANIZATION FOR ECONOMIC CO-OPERATION AND DEVELOPMENT (OECD) HAS HAD SOME INVOLVEMENT. ONLY A PART OF THESE ACTIVITIES ARE DEALT WITH--NATIONAL EDUCATIONAL PLANNING WITHIN THE CONTEXT OF ECONOMIC AND SOCIAL DEVELOPMENT. AN ATTEMPT IS MADE TO SHOW HOW OECD'S WORK IN EDUCATIONAL PLANNING HAS LED ALMOST INEVITABLY TO THE ADOPTION OF A "SYSTEMS APPROACH." EMPHASIS IS PLACED ON THE RELATIVE MERITS OF THE "MANPOWER" APPROACH AND THE "SOCIAL DEMAND" APPROACH TO EDUCATIONAL PLANNING, AND ON HOW THESE TWO APPROACHES HAVE NOT BEEN ABOUT EDUCATIONAL PLANNING AS SUCH, BUT ABOUT DIFFERENT CRITERIA FOR ESTABLISHING THE OBJECTIVES OR GOALS OF THE EDUCATIONAL SYSTEM. AN EXAMPLE IS GIVEN OF A MODEL OF THE DYNAMIC STRUCTURE OF THE EDUCATIONAL SYSTEM IN TERMS OF STUDENT FLOW. (HW)

ED021316 EA001446
SCHOOL BOARDS AND SCHOOL BOARD PROBLEMS, A CLINICAL APPROACH. SEAGER, ROGER C., ED.; PHILIPSON, RICHARD L., ED., 67, 98P.

THIS DOCUMENT REPRODUCES A SERIES OF PRESENTATIONS MADE AT CLINICS FOR SCHOOL BOARD PRESIDENTS AND SCHOOL SUPERINTENDENTS AT THE UNIVERSITY OF WISCONSIN AND WISCONSIN STATE UNIVERSITY. ALTHOUGH SCHOOL BOARD MEMBERS ARE USUALLY DRAWN FROM THE MORE ABLE SEGMENTS OF SOCIETY, THEY APPROACH

INCREASINGLY DIFFICULT PROBLEMS (NEW EDUCATIONAL DEMANDS, GROWING ACTIVITY OF PRESSURE GROUPS, INCREASING TEACHER MILITANCY, CIVIL RIGHTS AND RACIAL DISPUTES, COLLECTIVE BARGAINING, PROBLEMS OF FINANCIAL SUPPORT, AND THE PROCUREMENT AND ALLOCATION OF FEDERAL FUNDS) WITH LITTLE OR NO FORMAL PREPARATION FOR SUCH RESPONSIBILITIES. FOR THIS REASON THE DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND SUPERVISION OF THE UNIVERSITY OF WISCONSIN ORGANIZED THE CLINICS TO HELP SCHOOL BOARDS ANALYZE AND SOLVE PROBLEMS. USE OF THE "CLINICAL TECHNIQUE" IS DEMONSTRATED IN MUTUAL EXPLORATION AND ANALYSIS OF (1) PROFESSIONAL NEGOTIATIONS AND COLLECTIVE BARGAINING, (2) SCHOOL BOARD POLICIES, (3) SCHOOL POLICY DEVELOPMENT, (4) INTERGOVERNMENTAL RELATIONS, (5) PROBLEMS OF SCHOOL DISTRICT OPERATION, (6) CHANGES IN SCHOOL GOVERNMENT, (7) SCHOOLS AS A FOCUS OF SOCIAL CHANGE, AND (8) RELATIONS BETWEEN SCHOOL AND SOCIETY. (TT)

ED021319 EA001454
THE SUPERINTENDENT OF SCHOOLS, HIS HEADACHES AND REWARDS. 68, 120P.
DOCUMENT NOT AVAILABLE FROM EDRS.

THIS BOOK PRESENTS A PICTURE OF THE HIGH-PRESSURE AREA IN WHICH THE SCHOOL SUPERINTENDENT WORKS. ITS PURPOSE IS TO FOREWARN VETERAN AND NEOPHYTE ADMINISTRATORS CONCERNING A NUMBER OF PROBLEMS WHICH THEY MAY NOT HAVE MET. MOST OF THESE CHALLENGES ARE NEW, EVEN TO EXPERIENCED SUPERINTENDENTS, SINCE THEY ARE PRODUCTS OF THE RAPIDLY CHANGING NATIONAL SCENE. THE TOPICS DISCUSSED INCLUDE (1) A DESCRIPTION OF THE SUPERINTENDENCY, (2) THE PREPARATION NECESSARY FOR SUCCESSFUL SUPERINTENDENTS, (3) THE ROLES OF THE SUPERINTENDENT IN THE SCHOOL SYSTEM, (4) THE PRESSURES ON THE SUPERINTENDENT, (5) THE RELATIONSHIP BETWEEN THE SUPERINTENDENT AND THE LOCAL GOVERNMENT, (6) THE STATE AND FEDERAL IMPACT ON THE SCHOOL ADMINISTRATOR, (7) CONSERVATISM IN AMERICAN EDUCATION, (8) THE TIME PROBLEM FACING THE SUPERINTENDENT, AND (9) THE SUPERINTENDENT'S JOB INSECURITY. (HW)

ED021322 EA001458
TAX LIMITATION AND FISCAL RESPONSIBILITY OF SCHOOL BOARDS. VINCENT, WILLIAM S.; BERNARDO, CHARLES M., NOV 66, 4P.

THE RESULTS OF A STATISTICAL ANALYSIS OF 498 SCHOOL DISTRICTS ARE ANALYZED IN TERMS OF THE FISCAL RESPONSIBILITY OF SCHOOL BOARDS. SINCE A METHOD OF BUDGET APPROVAL IS BEING EXAMINED, THE CRITERION ADOPTED (COMPOSITE FISCAL PERFORMANCE) IS ONE THAT MEASURES THE PERFORMANCE OF THE SCHOOL BOARD IN OBTAINING FUNDS TO OPERATE THE SCHOOLS. COMPOSITE FISCAL PERFORMANCE IS MADE UP OF TEN MEASURES DERIVED FROM NET CURRENT EXPENDITURE PER PUPIL, TEACHERS' SALARIES, AMOUNT RAISED LOCALLY, AND FISCAL GROWTH INDICES. VARIOUS INDEPENDENT VARIABLES INCLUDING FISCAL INDEPENDENCE, FISCAL DEPENDENCE, PUBLIC VOTE IN BUDGET APPROVAL, AND TAX LIMITATION WERE EXAMINED IN RELATION TO COMPOSITE FISCAL PERFORMANCE. THE RESULTS SHOW THAT, IN OBTAINING FUNDS LOCALLY, SCHOOL DISTRICTS WITH FISCALLY INDEPENDENT BOARDS OPERATING WITHOUT TAX LIMITS ARE SUPERIOR TO SCHOOL DISTRICTS WITH FISCALLY DEPENDENT BOARDS OPERATING WITH TAX LIMITS. (HW)

ED021327 EA001557
ORGANIZING THE PROGRAM. SECTION 1. IMPROVING YOUR SCHOOL-COMMUNITY RELATIONS PROGRAM. SUCCESSFUL SCHOOL ADMINISTRATION SERIES. 67, 18P.

THE AMERICAN PUBLIC SCHOOL MUST DEPEND FOR ITS STRENGTH ON THE SUPPORT OF LOCAL CITIZENS WHO UNDERSTAND SCHOOL AFFAIRS. THE TASK OF INTERPRETING SCHOOL AFFAIRS TO THE PUBLIC IS AN ADMINISTRATIVE FUNCTION AND REQUIRES BOTH INFORMATION PROGRAMS AND ENLISTMENT OF COMMUNITY SUPPORT. ORGANIZED PROGRAMS ARE NEEDED IN WHICH (1) COMMUNITY RELATIONS NEEDS ARE DEFINED, (2) GOALS ARE DEVELOPED, (3) OBJECTIVES ARE IDENTIFIED, (4) PROGRAMS AND ACTIVITIES ARE ORGANIZED WITH ALTERNATIVES BEING CONSIDERED, AND (5) NEEDED RESOURCES ARE IDENTIFIED AND MOBILIZED. A RELATED DOCUMENT IS EA 001 558. (TT)

ED021328 EA001558
WORKING WITH ORGANIZED GROUPS. SECTION 2, IMPROVING YOUR SCHOOL-COMMUNITY RELATIONS PROGRAM. SUCCESSFUL SCHOOL ADMINISTRATION SERIES. 67, 15P.

WORKING WITH ORGANIZED GROUPS CAN BE AN EFFECTIVE WAY OF IMPROVING SCHOOL-COMMUNITY RELATIONS. UNDER PROPER CONDITIONS TWO TYPES OF ORGANIZED EFFORTS HAVE PROVED TO BE SUCCESSFUL -- PARENT-TEACHER GROUPS AND CITIZENS' COMMITTEES FOR BETTER SCHOOLS. BASIC TO THE WISE USE OF ORGANIZED CITIZENS GROUPS IS THE NEED FOR THE SCHOOL STAFF TO HAVE KNOWLEDGE ABOUT AND TO PARTICIPATE IN COMMUNITY LIFE. ADMINISTRATORS CAN VITALIZE PARENT-TEACHER GROUPS BY INFLUENCING THE CHOICE OF EFFECTIVE LEADERS, BY ENCOURAGING THE ADOPTION OF SOUND OBJECTIVES, BY HELPING TO DEVELOP BALANCED PROGRAMING, AND BY TEACHING THE GROUPS TECHNIQUES OF PLANNING. CITIZENS' COMMITTEES CAN BE MADE MORE EFFECTIVE IS SCHOOL SYSTEMS COOPERATE IN FACT FINDING, POLICY AND PROGRAM DEVELOPMENT, AND DEVELOPMENT OF PUBLIC SUPPORT OVER A WIDE RANGE OF PROBLEMS. SCHOOL PERSONNEL SHOULD AVOID BECOMING INVOLVED WITH GROUPS HOSTILE TO SCHOOLS, GROUPS INEPT OR POORLY ORGANIZED, OR GROUPS THAT SET OBSCURE AND AIMLESS OBJECTIVES. A RELATED DOCUMENT IS EA 001 557. (TT)

ED021331 EA001570
WHAT IS THE FUTURE OF LOCAL BOARDS OF EDUCATION? 19 FEB 68, 13P.

LOCAL SCHOOL CONTROL WILL ENDURE ONLY IF SCHOOL BOARDS CAN MEET THE NEEDS OF THE FUTURE. SEVEN FACTORS TEND TO WEAKEN THIS CONTROL: (1) INEFFECTIVE BOARD MEMBERS, (2) INEFFECTIVE SUPERINTENDENTS, (3) TEACHER MILITANCY, (4) PUBLIC RELUCTANCE TO SUPPORT THE SCHOOL SYSTEMS, (5) FAILURE TO MEET THE NEEDS OF DISADVANTAGED YOUTH, (6) FEDERAL GOVERNMENT POLICY, AND (7) PUBLIC APATHY. IF THESE FACTORS CAN BE ADAPTED TO THE CHANGING CONDITIONS, LOCAL CONTROL WILL SURVIVE. THE FUTURE ROLE OF THE LOCAL BOARD WILL DEPEND ON HOW WELL EACH MEMBER UNDERSTANDS AND PERFORMS HIS POLICY MAKING ROLE AND ON THE AMOUNT AND KIND OF SUPPORT LOCAL CITIZENS GIVE TO THEIR BOARDS AND TO THOSE POLITICAL BODIES WHOSE POLICIES - LARGELY FINANCIAL - INFLUENCE AND EFFECTIVELY USE TEACHER COMPETENCIES WITHOUT INTERFERING WITH THE PUBLIC. (HW)

ED021332 EA001571
THE ART OF NEGOTIATION. 18 FEB 68, 19P.

SUCCESSFUL NEGOTIATIONS ARE MORE LIKELY TO OCCUR IF A SUITABLE CLIMATE EXISTS. FIVE GENERAL ELEMENTS INFLUENCE THIS CLIMATE: (1) THE HISTORY OF WORKING RELATIONSHIPS AMONG TEACHERS, ADMINISTRATORS, AND BOARD OF EDUCATION MEMBERS, (2) THE CURRENT STATUS OF THESE RELATIONSHIPS, (3) THE PRESSURES FROM EMERGING TEACHER ORGANIZATIONAL CHANGES, (4) LEGAL CONSTRAINTS, AND (5) THE PREDOMINANT PERSONAL AND PHILOSOPHICAL BIASES OF TEACHERS, ADMINISTRATORS, AND BOARD MEMBERS. ALTHOUGH BOARD MEMBERS, SUPERINTENDENTS, AND STAFF MEMBERS DIFFER IN THEIR ATTITUDES ABOUT NEGOTIATIONS, EACH MUST OBSERVE THE FOLLOWING PRINCIPLES FOR NEGOTIATIONS TO SUCCEED: MANIFEST GOOD FAITH, HOLD THE WELFARE OF THE STUDENTS ABOVE ALL ELSE, SHARE AUTHORITY, RECOGNIZE AND RESPECT THE NATURE OF THE NEGOTIATION PROCESS, AND EXERCISE PATIENCE AS NEGOTIATIONS PROCEED. (HW)

ED021333 EA001572
REALISTIC FISCAL BASES FOR FEDERAL PROGRAMS. 19 FEB 68, 7P.

SCHOOL DISTRICTS GENERALLY REDUCE TAXES UPON RECEIVING FEDERAL AND STATE AID. STATE-AIDED DISTRICTS INCREASE THEIR EXPENDITURES TO EDUCATION ONLY ABOUT 15 PERCENT OF THE AMOUNT OF THE STATE AID, AND REDUCE LOCAL TAX LEVIES BY 85 PERCENT. THIS SUBSTITUTION EFFECT ALSO ACCOMPANIES FEDERAL AID TO STATES. TO MEET THIS PROBLEM, CONGRESS DEFINES FEDERAL PURPOSES AND GRANTS FEDERAL MONIES (CATEGORICAL GRANTS) ONLY TO ACCOMPLISH THESE FEDERALLY-DEFINED PURPOSES, WHICH FREQUENTLY DIFFER FROM LOCALLY DEFINED OR STATE-DEFINED PURPOSES. THE FEDERALLY DEFINED PURPOSES ARE TRAINING MANPOWER, INCREASING ECONOMIC PRODUCTIVITY, AND INCREASING EFFICIENCY. ONE POSSIBLE SOLUTION TO THE SUBSTITUTION EFFECT WOULD BE TO NEGOTIATE THE BUDGETS OF LOCAL SCHOOL DISTRICTS AT THE STATE LEVEL, AND TO ALLOW THE FEDERAL GOVERNMENT TO DEAL WITH THE STATES ON A GENERAL AID BASIS. HOWEVER, A POWERFUL NEW TOOL TO INCREASE THE EFFECTIVENESS OF CATEGORICAL GRANTS IS PROGRAM PLANNING AND BUDGETING SYSTEMS (PPBS). PPBS IS A HIGHLY SYSTEMATIZED COMMON LANGUAGE WHICH SHOULD SPEED THE TREND TOWARD THE CENTRALIZATION OF DECISION MAKING IN EDUCATION. (HW)

ED021334 EA001583
EDUCATION AND ECONOMIC GROWTH. PROCEEDINGS OF THE ANNUAL CONFERENCE ON THE ECONOMICS OF EDUCATION (1ST, TALLAHASSEE, FLORIDA, DECEMBER 15, 1967). 68, 195P.

THIS VOLUME CONTAINS PAPERS ORIGINALLY DELIVERED AT THE FIRST ANNUAL CONFERENCE ON THE ECONOMICS OF EDUCATION SPONSORED BY THE EDUCATIONAL SYSTEMS DEVELOPMENT CENTER, HELD AT FLORIDA STATE UNIVERSITY, DECEMBER 15, 1967. THE PAPERS ARE ORGANIZED UNDER TWO BROAD HEADINGS: PLANNING EDUCATION FOR ECONOMIC AND SOCIAL DEVELOPMENT AND STRATEGIES OF HUMAN RESOURCE DEVELOPMENT. THE PAPERS AND THEIR AUTHORS ARE (1) RICHARD H. P. KRAFT, "INTRODUCTION: EDUCATION AND ECONOMIC GROWTH," (2) HECTOR CORREA, "AN OPTIMUM ENROLLMENT POLICY FOR DEVELOPING COUNTRIES," (3) NICHOLAS DEWITT, "PROBLEMS OF EDUCATIONAL PLANNING IN DEVELOPING COUNTRIES," (4) RUSSELL G. DAVIS, "ON THE DEVELOPMENT OF EDUCATIONAL PLANNING MODELS AT HARVARD, CSED: AN ALGEBRAIC HISTORY OF ACTIVITY IN ONE SMALL PLACE," (5) ROY W. JASTRAM, "A SYSTEMS CORRELATIONS: THE CONTRIBUTION OF EDUCATIONALLY HEAVY INPUTS TO INCREASING DEVELOPMENT," AND (9) JENS NAUMANN, "THE RESEARCHER AND THE HUMAN RESOURCES AT EDUCATIONAL PLANNING," (8) IRVIN SOBEL, "A STRATEGY OF HUMAN RESOURCE DEVELOPMENT," AND (9) JENS NAUMANN, "THE RESEA"CHER AND THE HUMAN RESOURCES DECISION-MAKER: A DIALECTIC OF PLANNING." (HW)

ED021336 EA001592
THE RELATIONSHIP OF SOCIOECONOMIC FACTORS, EDUCATIONAL LEADERSHIP PATTERNS AND ELEMENTS OF COMMUNITY POWER STRUCTURE TO LOCAL SCHOOL FISCAL POLICY. FINAL REPORT. JOHNS, ROE L.; KIMBROUGH, RALPH B., MAY 68, 247P.

IN A STUDY OF THE CRITICAL FACTORS AFFECTING LOCAL DECISION MAKING ON SCHOOL FISCAL POLICY, SOCIOECONOMIC FACTORS, EDUCATIONAL LEADERSHIP, AND COMMUNITY POWER STRUCTURE WERE RELATED TO ONE ANOTHER AND TO LOCAL FINANCIAL EFFORT IN RELATION TO ABILITY. THE STUDY INCLUDED 122 SCHOOL DISTRICTS OF 20,000 POPULATION AND ABOVE LOCATED IN THE STATES OF FLORIDA, GEORGIA, KENTUCKY, AND ILLINOIS. TWENTY-FOUR DISTRICTS (THREE HIGHAND THREE LOW EFFORT DISTRICTS FROM EACH STATE) WERE SELECTED FOR INTENSIVE STUDY. THE 12 MAJOR HYPOTHESES TESTED

DEALT WITH CONSISTENCY OF LOCAL SCHOOL FISCAL POLICY, THE RELATIONSHIP OF SOCIOECONOMIC FACTORS AND KINDS OF COMMUNITY POWER STRUCTURES TO EFFORT, AND THE CHARACTERISTICS OF COMMUNITY LEADERS AND VOTER BEHAVIOR IN COMPETITIVE AND NONCOMPETITIVE POWER STRUCTURES. PRINCIPAL FINDINGS INCLUDED: (1) MOST SCHOOL DISTRICTS FOLLOWED CONSISTENTLY HIGH OR LOW EFFORT PATTERNS THROUGHOUT THE 18 YEARS STUDIED, (2) THERE WAS NO CONSISTENT RELATIONSHIP BETWEEN SOCIOECONOMIC FACTORS AND FINANCIAL EFFORT, (3) LOW FINANCIAL EFFORT DISTRICTS TENDED TO HAVE NONCOMPETITIVE POWER STRUCTURES, AND (4) LOW EFFORT, NONCOMPETITIVE DISTRICTS TENDED TO HAVE CLOSED SOCIAL SYSTEMS WITH POLITICALLY LESS ACTIVE VOTERS. (AUTHOR/JK)

ED021342 EA001598
THE POLITICS OF EDUCATION: TO LOBBY OR NOT TO LOBBY. 21 FEB 68, 10P.

INTEREST GROUPS IN CONTEMPORARY AMERICAN SOCIETY ACHIEVE THEIR GOALS IN PROPORTION TO THE AMOUNT OF POWER THEY ARE ABLE TO EXERT. THEREFORE, SCHOOL ADMINISTRATORS SHOULD EXERCISE THEIR AUTHORITY AND POLITICAL POWER AS EFFECTIVE LOBBYISTS TO INFLUENCE LEGISLATIVE DECISIONS ON BOTH STATE AND FEDERAL LEVELS FOR THE ACHIEVEMENT OF EDUCATIONAL OBJECTIVES. THE SCHOOL ADMINISTRATOR NEEDS TO RECOGNIZE THIS ASPECT OF HIS TOTAL RESPONSIBILITY, PROVIDING LEGISLATORS WITH FACTS AND ARGUMENTS UPON WHICH SOUND LEGISLATIVE DECISIONS CAN BE MADE AND MARSHALLING THE WIDEST POSSIBLE PUBLIC SUPPORT FOR WHAT HE HAS PRESENTED. (JK)

ED021399 EF001227
A FRESH LOOK AT FLOORING COSTS. A REPORT ON A SURVEY OF USER EXPERIENCE COMPILED BY ARMSTRONG CORK COMPANY. 65, 30P.

SURVEY INFORMATION BASED ON ACTUAL FLOORING INSTALLATIONS IN SEVERAL TYPES OF BUILDINGS AND TRAFFIC CONDITIONS, REPRESENTING NEARLY 113 MILLION SQUARE FEET OF ACTUAL USER EXPERIENCE, IS CONTAINED IN THIS COMPREHENSIVE REPORT COMPILED BY THE ARMSTRONG CORK COMPANY. THE COMPARATIVE FIGURES PROVIDED BY THESE USERS CLEARLY ESTABLISH THAT--(1) THE AVERAGE INSTALLED COST OF CARPETING IS 3.6 TIMES HIGHER THAN THE INSTALLED COST OF AN AVERAGE OF SIX DIFFERENT TYPES OF RESILIENT FLOORS, (2) THE SERVICE LIFE OF CARPET IS LESS THAN HALF THAT OF RESILIENT FLOORS, (3) MAINTENANCE COSTS OF CARPETED FLOORS ARE ALMOST DOUBLE THE MAINTENANCE COSTS OF RESILIENT FLOORING, AND (4) THE "ANNUAL USE COST," WHICH INCLUDES INSTALLED COSTS, SERVICE LIFE, AND MAINTENANCE COSTS, IS 2.71 TIMES HIGHER FOR CARPET THAN FOR RESILIENT FLOORING. A REVIEW OF THIS SURVEY SHOULD BE MADE BY THOSE INVOLVED IN SELECTION OF INTERIOR FINISH MATERIALS FOR COMMERCIAL, INDUSTRIAL, OR INSTITUTIONAL CONSTRUCTION. (RK)

ED021422 EF001766
YOU CAN ACCURATELY PREDICT LAND ACQUISITION COSTS. AUG 67,
DOCUMENT NOT AVAILABLE FROM EDRS.

LAND ACQUISITION COSTS WERE TESTED FOR PREDICTABILITY BASED UPON THE 1962 ASSESSED VALUATIONS OF PRIVATELY HELD LAND ACQUIRED FOR CAMPUS EXPANSION BY THE UNIVERSITY OF WISCONSIN FROM 1963-1965. BY CORRELATING THE LAND ACQUISITION COSTS OF 108 PROPERTIES ACQUIRED DURING THE 3 YEAR PERIOD WITH--(1) THE ASSESSED VALUE OF THE LAND, (2) THE ASSESSED VALUE OF THE IMPROVEMENTS, (3) THE AREA IN SQUARE FEET, AND (4) A TIME FACTOR RELATED TO THE MONTHS ELAPSED BETWEEN JANUARY 1, 1963 AND THE ACQUISITION OF THE PARCEL, A CORRELATION COEFFICIENT OF 0.97 WAS OBTAINED.

ED021425 EF001818
PLANNING SCHOOL PLANT CONSTRUCTION. MAR 64, 173P.

STEPS IN PLANNING THE SCHOOL PLANT ARE OUTLINED AND DESCRIBED. TOPICS COVERED ARE--(1) THE SCHOOL PLANT PROGRAM, (2) CHARACTERISTICS OF A GOOD SCHOOL BUILDING, (3) FINANCING AND CONSTRUCTING THE BUILDING, (4) THE ROLE OF VARIOUS STATE AGENCIES, (5) KENTUCKY LAWS PERTAINING TO PLANNING, FINANCING, AND CONSTRUCTION OF SCHOOL BUILDINGS, (6) KENTUCKY REGULATIONS, AND (7) SUGGESTIONS FOR SPECIAL AREAS OF THE PLANT. THE APPENDIX INCLUDES FORMS, PROCEDURES, EDUCATIONAL SPECIFICATION GUIDELINES, AND A SAMPLE OWNER-ARCHITECT AGREEMENT. (NI)

ED021426 EF001831
MINIMUM STANDARDS FOR PUBLIC SCHOOLS. SEP 66, 26P.

A SET OF MINIMUM STANDARDS IN NINE CATEGORIES ISSUED BY THE OREGON STATE BOARD OF EDUCATION OR SCHOOL BUILDINGS AND SCHOOL OPERATION. ALL PUBLIC SCHOOLS MUST CONFORM TO THESE MINIMUM STANDARDS TO BE ELIGIBLE FOR BASIC SCHOOL SUPPORT APPORTIONMENTS. STANDARDS CATEGORIES ARE AS FOLLOWS--(1) PLAN OF ORGANIZATION, (2) INSTRUCTIONAL PROGRAMS, (3) LIBRARY-INSTRUCTIONAL MEDIA PROGRAM, (4) GUIDANCE SERVICES, (5) SCHOOL TERM, (6) SCHOOL STAFF, (7) ADMINISTRATION, (8) SCHOOL PLANT, AND (9) AUXILLIARY SERVICES. (NI)

ED021443 EM000240
THE INVESTIGATION, DEVELOPMENT, AND DISSEMINATION OF PROCEDURES AND TECHNIQUES HELPFUL TO INTERINSTITUTIONAL USE OF TELEVISION AND RELATED MEDIA. FINAL REPORT. BROWNE, DUFF; SMITH, MARY HOWARD, DEC 67, 83P.

COMMITTEES WERE USED TO TEST THE HYPOTHESIS THAT INTERINSTITUTIONAL COOPERATION CAN FACILITATE MORE EFFECTIVE USE OF INSTRUCTIONAL MEDIA IN HIGHER EDUCATION IN THE SOUTH. THE PRINCIPAL AREAS OF CONCERN WERE (L) ADMINISTRATIVE ARRANGEMENTS FOR A REGIONAL COOPERATIVE PROGRAM, (2) SPECIAL PROBLEMS OF CURRICULUM INHERENT IN AN INTERINSTITUTIONAL PROGRAM, AND (3) PROCEDURES NECESSARY FOR ESTABLISHING HIGH MEDIA STANDARDS AND QUALITY CONTROLS FOR AN INTERINSTITUTIONAL EFFORT. THE ADMINISTRATIVE STUDY USED INTERVIEWS WITH UNIVERSITY PERSONNEL AS A BASIS FOR RECOMMENDATIONS BY A SOUTHERN REGIONAL EDUCATION BOARD COMMITTEE. SEVEN FACULTY COMMITTEES WORKED ON CURRICULUM DEVELOPMENT, AND A COMMITTEE OF ACADEMIC AND MEDIA EXPERTS WORKED ON MEDIA STANDARDS. AN EVALUATION PANEL CONCLUDED THAT COOPERATIVE REGIONAL PROGRAMS SHOULD BE ESTABLISHED, THAT FACULTY COMMITTEES CAN PREPARE A VIABLE CURRICULUM, AND THAT MAINTENANCE OF STANDARDS REQUIRES PROPER EXPECTATION, EVALUATION, REVISION, AND USE OF AIDS. THE PANEL RECOMMENDED FURTHER NATIONAL AND REGIONAL STUDY OF STANDARDS OF MEDIA UTILIZATION, ALTERNATE WAYS OF FINANCING, AND DECENTRALIZED VERSUS CENTRALIZED PRODUCTION. APPENDICES INCLUDE FULL REPORTS ON CURRICULUM DEVELOPMENT, SPECIFIC PROBLEMS, MEDIA STANDARDS, AND THE EVALUATION PANEL REPORT. (JO)

ED021446 EM000249
THE FINANCING OF EDUCATIONAL TELEVISION STATIONS, PRESENT PATTERNS AND RECOMMENDATIONS FOR THE FUTURE. 65, 192P.

THIS INFORMATION ON FINANCING EDUCATIONAL TELEVISION STATIONS COMES FROM A STRUCTURED QUESTIONNAIRE ANSWERED BY ALL ETV STATIONS IN THE U.S. AND FROM A CONFERENCE OF NATIONAL EDUCATIONAL BROADCAST LEADERS. IN TERMS OF OWNERSHIP, THERE ARE 31 COMMUNITY STATIONS, 32 UNIVERSITY STATIONS, 13 STATE STATIONS, AND 19 SCHOOL STATIONS. THEY AVERAGE BETWEEN NINE AND TEN BROADCAST HOURS DAILY, FIVE DAYS PER WEEK, AND THEY EMPLOY 2,445 PERSONS ON A FULL-TIME BASIS AND 1,199 WORKERS PART-TIME. ANNUAL INCOMES OF THE STATIONS RANGE FROM $50,000 TO $2,500,000, WITH THE AVERAGE BEING $368,000. MORE THAN HALF OF A STATION'S FINANCING NORMALLY COMES IN THE FORM OF DIRECT, BUDGETED SUPPORT FROM A PARENT ORGANIZATION, AND A LITTLE LESS THAN ONE QUARTER COMES FROM DONATIONS. EDUCATIONAL BROADCASTERS AT THE CONFERENCE BELIEVED THEIR INDUSTRY'S FINANCIAL PROBLEMS COULD BE IMPROVED BY PARTIAL SUPPORT FROM THE FEDERAL GOVERNMENT FOR COMMUNITY SERVICE PROGRAMS

ED021447 EM000259
TEACHING MACHINES AND PROGRAMMED INSTRUCTION 63,
DOCUMENT NOT AVAILABLE FROM EDRS.

TEACHING MACHINES AND PROGRAMED INSTRUCTION REPRESENT NEW METHODS IN EDUCATION, BUT THEY ARE BASED ON TEACHING PRINCIPLES ESTABLISHED BEFORE THE DEVELOPMENT OF MEDIA TECHNOLOGY. TODAY PROGRAMED LEARNING MATERIALS BASED ON THE NEW TECHNOLOGY ENJOY INCREASING POPULARITY FOR SEVERAL REASONS.

ED021450 EM000263
INVENTING EDUCATION FOR THE FUTURE. HIRSCH, WERNER Z.; AND OTHERS, 67, 353P.
DOCUMENT NOT AVAILABLE FROM EDRS.

EDUCATIONAL ENTERPRISE MUST KEEP PACE WITH THE REST OF SOCIETY. UNFORTUNATELY, ONE BY-PRODUCT OF THE RICH TRADITION IN THIS FIELD IS ENOUGH INERTIA TO MAKE EDUCATION CUMBERSOME AND SLOW TO RESPOND TO A CHANGING ENVIRONMENT.

ED021456 EM000271
A LOW COST COMMUNICATION SATTELITE EDUCATIONAL SYSTEM. 15 AUG 66, PAPER WRITTEN FOR THE INTERNATIONAL ASTRONAUTICAL CONGRESS (17TH, MADRID, SPAIN, AUGUST 15, 1966).
DOCUMENT NOT AVAILABLE FROM EDRS.

THE REPORT DISCUSSES THE POTENTIAL OF SATELLITES FOR EDUCATION AND APPLIES THE PRINCIPLES OF SYSTEM ENGINEERING TO STUDIES OF SYSTEM IMPLEMENTATION AND COST EFFECTIVENESS. THE PROPOSED SYSTEM MAKES USE OF TELEVISION AND OF A SPACE VEHICLE, AND EXCELS IN THE MODESTY OF ITS TRANSMITTER AND RECEIVER REQUIREMENTS ON THE GROUND AND ON THE SPACECRAFT. (DDC)

ED021466 EM000291
INSTRUCTIONAL TELEVISION IN CALIFORNIA. A STATUS REPORT. NOEL, ELIZABETH S.; HELMKE, GUY M. 68, 33P.

THE USE OF TELEVISION IN CALIFORNIA FOR EDUCATIONAL PURPOSES, PARTICULARLY FOR CLASSROOM INSTRUCTION, HAS GROWN RAPIDLY IN THE 14 YEARS SINCE THE FIRST SUCCESSFUL ETV STATION (KQED, SAN FRANCISCO) BEGAN BROADCASTING. BOTH STATE AND FEDERAL LEGISLATION HAVE PROVIDED IMPETUS FOR INSTRUCTIONAL TELEVISION, WHICH NOW REACHES MORE THAN A THIRD OF CALIFORNIA'S PUBLIC SCHOOL POPULATION. FOURTEEN STATIONS, COMMERCIAL AND NONCOMMERCIAL, TRANSMIT OVER 200 PROGRAMS FOR CLASSROOM USE. APPROXIMATELY 109 SCHOOLS, PRIMARILY ELEMENTARY, UTILIZE CLOSED-CIRCUIT TELEVISION, INCLUDING INSTRUCTIONAL TELEVISION FIXED SERVICE (ITFS), A SOPHISTICATED SYSTEM CAPABLE OF LINKING SEVERAL SCHOOLS. PORTABLE VIDEO TAPE RECORDERS ARE ALSO BEING USED IN THE CLOSED-CIRCUIT SYSTEMS. LOCAL TAXATION IS THE MAIN SOURCE OF FUNDS FOR ITV, ALTHOUGH THERE IS REIMBURSEMENT FROM THE STATE ON A MATCHING BASIS. ASSISTANCE IN PAYING CAPITAL COSTS IS AVAILABLE UNDER A SERIES OF FEDERAL EDUCATION ACTS BEGUN IN 1958. THE MOST SIGNIFICANT DEVELOPMENT IN ITV ORGANIZATIONAL STRUCTURE HAS BEEN THE REGIONAL ADVISORY GROUP WITH ITS CORE OF CURRICULUM

COMMITTEES. WITHIN THE STATE DEPARTMENT OF EDUCATION, RESPONSIBILITY FOR ITV RESTS WITH THE BUREAU OF AUDIO-VISUAL AND SCHOOL LIBRARY EDUCATION. ALONG WITH THE DEPARTMENT, SCHOOL PERSONNEL SHARE RESPONSIBILITY FOR FURTHER DEVELOPING INSTRUCTIONAL TELEVISION. (PM)

ED021469 EM000806
FOREIGN LANGUAGE LABORATORIES IN SCHOOLS AND COLLEGES. JOHNSTON, MARJORIE C.; SEERLEY; CATHARINE C., 61, 94P.
HC NOT AVAILABLE FROM EDRS.

RESPONSES TO QUESTIONNAIRES SENT ONLY TO SCHOOLS KNOWN TO HAVE LANGUAGE LABORATORIES SHOW THAT AS OF 1958, 240 COLLEGES AND UNIVERSITIES AND 64 SECONDARY SCHOOLS IN THE U.S. HAVE SUCH LABORATORIES. OF 40 FOREIGN LANGUAGES, FRENCH, SPANISH, GERMAN, AND RUSSIAN ARE TAUGHT MOST FREQUENTLY.

ED021498 FL000839
A PRIMER OF PROGRAMMED INSTRUCTION IN FOREIGN LANGUAGE TEACHING. 63, 28P.

THE FIRST PART OF THIS PAPER IS A GENERAL INTRODUCTION WHICH DEFINES PROGRAMMED INSTRUCTION, TRACES THE HISTORY OF THE CONCEPT, AND EXPLAINS ITS BASIC IDEAS AND TERMINOLOGY. PROGRESS AND PROBLEMS IN RESEARCH AND IN EVALUATING PROGRAMMED MATERIALS ARE ALSO BRIEFLY CONSIDERED, AND A SHORT SELECTIVE BIBLIOGRAPHY IS INCLUDED IN THIS FIRST SECTION. THE SECOND PART OF THE PAPER DISCUSSES THE APPLICATION OF PROGRAMMED INSTRUCTION TO FOREIGN LANGUAGE TEACHING, DEALING IN PARTICULAR WITH THE PROBLEM OF SPECIFYING TERMINAL BEHAVIOR AND THE POSSIBILITIES AND LIMITATIONS OF EFFECTIVE USE OF PROGRAMMED MATERIAL IN FOREIGN LANGUAGE INSTRUCTION. SOME COMMENTS ON CURRENT FOREIGN LANGUAGE PROGRAMMED MATERIALS ARE OFFERED AND SOME POTENTIAL PITFALLS IN THE FIELD ARE IDENTIFIED. A BRIEF CONSIDERATION OF COST AND FEASIBILITY PROBLEMS CONCLUDES THE PAPER. (AR)

ED021499 FL000856
NDEA AND MODERN FOREIGN LANGUAGES. AUG 65, 155P.

THE INFLUENCE OF THE NATIONAL DEFENSE EDUCATION ACT (NDEA) ON LANGUAGE EDUCATION IS CONSIDERED IN THIS STUDY. SPECIAL EMPHASIS IS GIVEN TO CONTINUING ISSUES AND QUESTIONS, RESEARCH IN LANGUAGE AND LANGUAGE EDUCATION, FELLOWSHIPS, NDEA LANGUAGE AND AREA CENTERS, INSTITUTES AND TEACHER EDUCATION. THERE IS A CHAPTER ON STATE SERVICES, EQUIPMENT, AND MATERIALS FOR IMPROVEMENT OF INSTRUCTION AND ONE ON RELATIONS BETWEEN THE FOREIGN LANGUAGE PROGRAM OF THE MODERN LANGUAGE ASSOCIATION AND NDEA. APPENDIXES INCLUDE SUMMARIES OF NDEA ACHIEVEMENTS, RECOMMENDATIONS FOR FUTURE DISCUSSION AND ACTION, AND A LIST OF NDEA TITLES.(AF)

ED021533 JC680272
INDUSTRY-EDUCATION-BUSINESS: WYANDOTTE COUNTY SURVEY. DEC 67, 161P.

THIS STUDY WAS UNDERTAKEN TO DETERMINE THE ADVISABILITY OF ESTABLISHING AN AREA VOCATIONAL-TECHNICAL SCHOOL. THE COUNTY'S POPULATION CHARACTERISTICS AND THE ECONOMIC BASE OF THE COUNTY AS WELL AS ITS HISTORY WERE STUDIED FOR BACKGROUND INFORMATION. THE STAFF THEN SURVEYED 2,288 HIGH SCHOOL SENIORS IN THE COUNTY TO DETERMINE WHICH ONES AND HOW MANY MIGHT PROFIT FROM THE POST-HIGH SCHOOL EDUCATIONAL PROGRAMS CONSIDERED IN THE STUDY. ITEMS SUCH AS THE FOLLOWING WERE INCLUDED IN THIS PHASE OF THE STUDY: MOBILITY AND NATURE OF STUDENT POPULATION, EDUCATIONAL INTENTIONS OF SENIORS, REASONS FOR PLANS NOT INCLUDING COLLEGE ATTENDANCE, TECHNICAL CURRICULUMS OF INTEREST TO SENIORS, AND INTEREST IN ATTENDING THE AREA VOCATIONAL-TECHNICAL SCHOOL. A STUDY OF 1,299 RECENT HIGH SCHOOL GRADUATES REVEALED PATTERNS OF OCCUPATIONAL AND EDUCATIONAL PURSUITS, RESIDENTIAL DISTRIBUTION, CHARACTERISTICS, AND INTERESTS. TO PROVIDE INDICATIONS OF THE BACKGROUND OF A GROUP OF PARENTS IN THE COUNTY, 2,066 PARENTS OF EIGHTH GRADE STUDENTS RESPONDED TO A QUESTIONNAIRE WHICH SURVEYED THE MOBILITY OF PARENTS, THEIR EDUCATIONAL STATUS, AND INTEREST IN VOCATIONAL-TECHNICAL EDUCATION PROGRAMS. RESPONSES FROM 333 EXECUTIVES OF BUSINESSES AND INDUSTRIES PROVIDED INFORMATION ABOUT ACTIVITIES, INTERESTS, AND NEEDS IN THE AREA. A STUDY OF POTENTIAL SITES FOR THE INSTITUTION WAS INCLUDED. (DG)

ED021653 RC000245
THE APPALACHIAN REGIONAL COMMISSION EDUCATION ADVISORY COMMITTEE. INTERIM REPORT. ALDEN, VERNON; AND OTHERS, JUN 68, 98P.

THE PRIMARY PURPOSE OF THE EDUCATION ADVISORY COMMITTEE IS TO INDICATE PRIORITIES FOR THE ALLOCATION OF RESOURCES BY THE APPALACHIAN REGIONAL COMMISSION AND STATES OF THE REGION. PLANNING AND STUDY BY THE COMMITTEE HAS BEEN DIRECTED TO 4 GENERAL AREAS: PRE-SCHOOL EDUCATION, ELEMENTARY AND SECONDARY EDUCATION, HIGHER EDUCATION, AND OCCUPATIONAL PREPARATION. FOLLOWING A DISCUSSION OF EACH OF THE FIRST 3 AREAS, THE MAJOR PORTION OF THE REPORT IS CONCERNED WITH MANPOWER NEEDS OF THE REGION AND CURRENT PROGRAMS FOR OCCUPATIONAL PREPARATION SINCE IT WAS FELT BY THE COMMITTEE THAT IMPROVEMENT IN THIS AREA WOULD HAVE THE GREATEST ECONOMIC AND OVERALL EFFECT ON THE REGION.

ED021660 RC001087
ENRICHMENT PROGRAM FOR THE CULTURALLY DIFFERENT CHILD. 68, 47P.

IN AN EFFORT TO MEET THE NE D FOR ADDITIONAL ASSISTANCE INACADEMIC AREAS AND ACCULTURATION OF THE SCHOOL AGE CHILDREN ON THE FORT HALL RESERVATION IN SOUTHEASTERN IDAHO, A TWO-WEEK TOUR OF THE NORTHWEST FOR 30 INDIAN STUDENTS WAS FORMULATED. THE PROCEDURES, PLANNING, AND ORIENTATION OF THIS PROJECT ARE PRESENTED, INCLUDING THE FOLLOWING TOPICS: EVIDENCE OF NEED, PROJECT ESCRIPTION AND OBJECTIVES, FINANCING, STAFF SELECTION, SELECTION OF CHILDREN, ORIENTATION AND PLANNING, MEETING THE OBJECTIVES, AND PROJECT EVALUATION. A DAY-BY-DAY ITINERARY IS ET FORTH WITH A UNNING COMMENTARY PLUS AN OVERVIEW OF PRE-AND POST-WEEK ACTIVITIES. A LIST OF PARTICIPANTS, RECOMMENDATIONS FOR FUTURE PROGRAMS, AND PICTURES CONCLUDE THE DOCUMENT. (SW)

ED021674 RC002565
QUALITY RANKINGS OF KENTUCKY SCHOOL DISTRICTS. VOLUME VII, NO. 4, SERVICE REPORTS OF THE BUREAU OF SCHOOL SERVICE, COLLEGE OF EDUCATION, KENTUCKY UNIVERSITY. DIAMOND, WILLIAM J.; AND OTHERS, MAR 68, 221P.

A COST-BENEFIT AND SYSTEM-ANALYSIS APPROACH WAS UTILIZED IN AN EFFORT TO STUDY THE QUALITY OF EDUCATION IN THE STATE OF KENTUCKY. THIS FIRST REPORT OF THAT 2-YEAR STUDY RELATES BACKGROUND INFORMATION PROBLEMS OF MEASURING QUALITY

ED021766 SE004994
SCIENCE EDUCATION INFORMATION REPORT, GENERAL BIBLIOGRAPHY SERIES 8, LEGISLATIVE ACTS AND REPORTS, ADMINISTRATION AND SUPERVISION, SCIENCE FACILITIES. MAY 68, 14P.

THIS IS THE EIGHTH IN A SERIES OF GENERAL BIBLIOGRAPHIES WHICH ARE BEING DEVELOPED TO DISSEMINATE INFORMATION CONCERNING DOCUMENTS ANALYZED AT THE ERIC INFORMATION ANALYSIS CENTER FOR SCIENCE EDUCATION. REPORTED ARE OVER 30 CITATIONS TO SELECTED DOCUMENTS IN THE AREAS OF (1) LEGISLATIVE ACTS AND REPORTS, (2) ADMINISTRATION AND SUPERVISION, AND (3) SCIENCE FACILITIES. THE DOCUMENTS INCLUDE RESEARCH REPORTS, RESEARCH REVIEWS, CONFERENCE REPORTS, PROJECT REPORTS, POSITION PAPERS, MANUALS, AND SPEECHES. THE CITATIONS ARE CATEGORIZED UNDER THE MAJOR AREAS IN ALPHABETICAL ORDER BY AUTHOR AND INDICATE THE AVAILABILITY AND MAJOR IDEAS OF THE DOCUMENT. GENERAL BIBLIOGRAPHIES HAVE BEEN OR ARE BEING PREPARED FOR OTHER SELECTED AREAS IN SCIENCE EDUCATION. ALL BIBLIOGRAPHIES WILL BE SUPPLEMENTED PERIODICALLY AS MORE DOCUMENTS ARE PROCESSED BY THE ERIC INFORMATION ANALYSIS CENTER FOR SCIENCE EDUCATION. (DS)

ED021790 SP001522
THE IMPACT OF TEACHER BARGAINING ON THE SCHOOLS. VOLUME IV, COLLECTIVE ACTION BY PUBLIC SCHOOL TEACHERS. PERRY, CHARLES R.; WILDMAN, WESLEY A., MAY 68, 140P.

THIS VOLUME IS THE FINAL IN A 4-PART SERIES OF MONOGRAPHS COMPRISING A BROAD INVESTIGATION OF TEACHER COLLECTIVE ACTION IN LOCAL SCHOOL DISTRICTS. IT PRESENTS THE RESULTS OF INVESTIGATIONS OF THE SHORTRUN AND PROBABLE LONGRUN IMPACT OF NEGOTIATING ACTIVITY BETWEEN SCHOOL BOARDS AND TEACHER ORGANIZATIONS IN 22 SELECTED SCHOOL DISTRICTS ACROSS THE COUNTRY. ORGANIZATION IS BASED ON DISCUSSION OF 5 BASIC RESEARCH PROBLEMS WITH CROSS-SECTIONAL REFERENCE TO THE 22 CASE STUDIES, 8 OF WHICH WERE INTENSIVE, LONGITUDINAL INVESTIGATIONS. CHAPTER II IS DEVOTED TO THE IMPACT OF COLLECTIVE BARGAINING ON THE NATURE OF THE INTERACTION BETWEEN SCHOOL MANAGEMENT AND THE REPRESENTATIVES OF TEACHERS, CHAPTER III TO ITS IMPACT ON EDUCATIONAL POLICIES AND PROGRAMS. THE EFFECTS OF BARGAINING ON THE ALLOCATION OF FINANCIAL RESOURCES WITHIN THE COMMUNITY AND THE SCHOOL SYSTEM AND THE EFFECTS ON THE UTILIZATION OF TEACHERS ARE ANALYZED IN CHAPTERS IV AND V. FINALLY, CHAPTER VI EXAMINES THE FUTURE OF COLLECTIVE NEGOTIATIONS IN EDUCATION AND THE PROBABLE IMPACT OF BARGAINING ON THE ABILITY OF SCHOOL SYSTEMS TO ADAPT TO CHANGES IN TECHNOLOGY AND ENVIRONMENT.

ED021870 TE499991
THE RELATION OF QUALITY OF ART WORK TO TWO SOCIO-ECONOMIC VARIABLES (CULTURALLY-ADVANTAGED AND CULTURALLY-DEPRIVED), TWO MOTIVATIONAL VARIABLES (FANTASY AND REALISM), AND TWO BUDGET VARIABLES (FOUND AND EXPENSIVE MATERIALS). FINAL REPORT. CARR, PETE J.; CLEMENTS, ROBERT D., NOV 67, 57P.

TO FURNISH ART EDUCATORS WITH INFORMATION FOR IMPROVING THE ART CURRICULUM, THIS STUDY SOUGHT TO ESTABLISH POSSIBLE RELATIONSHIPS BETWEEN QUALITY ART WORK AND THE PRIMARY VARIABLES OF STUDENT SOCIOECONOMIC LEVELS, MOTIVATION BASED ON FANTASY OR ENVIRONMENTAL THEMES, AND BUDGETS USING EITHER EXPENSIVE OR FREE MATERIALS. FOUR SIXTH-GRADE CLASSES IN TWO SCHOOLS (A LABORATORY SCHOOL IN A CULTURALLY ADVANTAGED NEIGHBORHOOD AND A SCHOOL IN A CULTURALLY DISADVANTAGED LOCALE) EXECUTED 832 ART PRODUCTS, JUDGED BY 16 ART EDUCATORS. ONE CLASS AT EACH SCHOOL USED INEXPENSIVE OR "FOUND" MATERIALS AND THE OTHER USED EXPENSIVE MATERIALS. GREATER ART QUALITY, CRAFTSMANSHIP, AND ORIGINALITY WERE PRODUCED BY THE USE OF EXPENSIVE MATERIALS, BY FANTASY MOTIVATION, BY STUDENTS AT THE CULTURALLY ADVANTAGED SCHOOL, BY GIRLS, AND BY ACADEMIC HIGH ACHIEVERS. THE LOW-BUDGET ART PROGRAMS CONSIDERABLY DIMINISH HIGH-QUALITY ART PERFORMANCE AND ENJOYMENT. (THIS REPORT ALSO INCLUDES TABLES AND CHARTS WHICH SUBSTANTIATE FINDINGS.) (AUTHOR/JB)

ED021881 UD000838
GUIDELINES: SPECIAL PROGRAMS FOR EDUCATIONALLY DEPRIVED CHILDREN 65, 48P.
HC NOT AVAILABLE FROM EDRS.

PUBLISHED IN 1965, THESE GUIDELINES OUTLINE THE REQUIREMENTS FOR THE FISCAL AND GENERAL ADMINISTRATION OF TITLE I PROJECTS, FOR PROJECT DESIGN AND EVALUATION, AND FOR REPORTING PROJECT ACTIVITIES. EXHIBITS OF FORMS FOR REPORTING ACTIVITIES AND ADMINISTRATIVE PROCEDURES AT THE STATE AND LOCAL LEVELS ARE INCLUDED. (LB)

ED021893 UD004049
DESEGREGATION: THE PACE QUICKENS IN THE SOUTH. APR 67, 5P.

THIS ARTICLE PRESENTS STATISTICS AND TEXT ANALYZING THE RATE OF SCHOOL DESEGREGATION IN THE SOUTH AND THE TOTAL RISE IN NEGRO ENROLLMENT IN SOUTHERN SCHOOLS. INFORMATION IS ALSO GIVEN ABOUT DESEGREGATION AT SOUTHERN COLLEGES AND UNIVERSITIES AND ABOUT TEACHER DESEGREGATION IN SOUTHERN ELEMENTARY AND SECONDARY SCHOOLS DURING THE 1966-67 SCHOOL YEAR. (LB)

ED021900 UD004358
ANTI-POVERTY AND EDUCATION. MAY 66, 16P.

THIS REPORT DISCUSSES THE EDUCATIONAL OPPORTUNITIES FOR DISADVANTAGED STUDENTS IN CONNECTICUT. A BRIEF COMPARISON IS MADE BETWEEN THE PROVISIONS OF THE ELEMENTARY AND SECONDARY EDUCATION ACT TITLE I FOR CONNECTICUT SCHOOL DISTRICTS AND AN ACT WHICH PROVIDES STATE AID FOR DISADVANTAGED STUDENTS. STATISTICAL INFORMATION ABOUT THE STATE BUDGET FOR COMPENSATORY EDUCATION IS PRESENTED, AND PROJECT ACTIVITIES AT ALL GRADE LEVELS ARE BRIEFLY REVIEWED. (LB)

ED021901 UD004434
EVALUATION REPORT ON TITLE I, ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965 SHORT, SUE; AND OTHERS, 66, 47P.

THIS REPORT DESCRIBES COMPENSATORY EDUCATION ACTIVITIES FOR PUBLIC AND NONPUBLIC SCHOOL DISADVANTAGED YOUTH IN ARKANSAS. INITIAL EVALUATION REVEALS THAT THE TITLE I PROJECTS HAVE BEEN "EXTREMELY EFFECTIVE" AND HAVE INCREASED THE HOLDING POWER OF THE SCHOOLS. ATTENDANCE RATES HAVE IMPROVED CONSIDERABLY. EXTENSIVE TABULAR DATA IS PRESENTED ON SCHOOL DROPOUT RATES, ATTENDANCE, AND HIGHER EDUCATION OF PROGRAM PARTICIPANTS. READING ACHIEVEMENT AND PROGRAM COSTS ARE ALSO TABULATED. THESE AND OTHER PROGRAM DATA ARE PRESENTED ACCORDING TO THE FORMAT STIPULATED BY THE OFFICE OF EDUCATION. (LB)

ED021902 UD004440
DELAWARE ANNUAL EVALUATION REPORT, ESEA TITLE I-FY '66. 30 NOV 66, 47P.

THIS REPORT IS AN EVALUATION OF THE COMPENSATORY EDUCATION ACTIVITIES IN DELAWARE FUNDED UNDER TITLE I OF THE ELEMENTARY AND SECONDARY EDUCATION ACT. THE MATERIAL IS ARRANGED ACCORDING TO THE FORMAT STIPULATED BY THE U.S. OFFICE OF EDUCATION. IN SECTION I THE ADMINISTRATIVE ASPECTS OF THE PROGRAM ARE DESCRIBED AND THE PUPILS' PERFORMANCE ON A NUMBER OF STANDARDIZED ACHIEVEMENT TESTS IS REPORTED. SECTION II CONTAINS DATA ON PROGRAM ACTIVITIES AND METHODS, PUPIL ENROLLMENT, AND PROGRAM COSTS. SECTION III IS MADE UP OF TABULAR DATA ON TEST RESULTS, ATTENDANCE, PROGRAM EFFECTIVENESS, DROPOUT RATE, STUDENTS CONTINUING THEIR EDUCATION BEYOND HIGH SCHOOL, AND COMMONLY FUNDED PROJECTS AND APPROACHES. (LB)

ED021904 UD004510
A SCHOOL OUTSIDE OF SCHOOL. OCT 67, 3P.

AT A DAY SCHOOL IN EAST PALO ALTO, CALIFORNIA, NEGRO PRESCHOOL CHILDREN ATTEND CLASSES WHICH OFFER READING AND MATHEMATICS INSTRUCTION. THE STAFF CONSISTS OF VOLUNTEER TEACHERS, MOST OF WHOM ARE WHITE AND CREDENTIALED. THE SCHOOL'S ENROLLMENT EXCEEDS 200 PUPILS. PARENTS ARE ENCOURAGED TO PARTICIPATE IN THE PROGRAM, AND WHEN CONTROVERSY OVER SUPPORT OF THE SCHOOL AROSE IN THE SCHOOL DISTRICT, THE SCHOOL CONTINUED TO GAIN COMMUNITY SUPPORT. IN THE SUMMER OF 1967, THE OFFICE OF ECONOMIC OPPORTUNITY ALLOCATED $49,000, AND 120 LOCAL TEENAGERS WERE HIRED TO WORK WITH THE CHILDREN. THESE TEENAGERS THEMSELVES ATTENDED CLASSES IN ENGLISH AND MATHEMATICS. BY JUNE 1968 ENROLLMENT OF 500 IS EXPECTED. IN ADDITION, TENTATIVE PLANS ARE UNDERWAY FOR A PRIVATE SCHOOL IN THE EAST PALO ALTO-EAST MENLO PARK GHETTO AREA. (LB)

ED021905 UD004511
CHANGING TIMES ARE CHANGING SCHOOLS. OCT 67, 8P.

MODULAR OR FLEXIBLE CLASS SCHEDULING IMPLIES THE DIVISION OF EACH SCHOOL DAY INTO 20 MODULES. AT TREZEVANT HIGH SCHOOL IN MEMPHIS, TENNESSEE, UP TO 40 PERCENT OF A STUDENT'S TIME OVER A 5-DAY PERIOD MAY REMAIN UNSCHEDULED. FOR STUDENTS UNABLE TO MANAGE THE FREEDOM OF FLEXIBLE SCHEDULING THERE ARE SUPERVISED STUDY HALLS AND CONTINUOUS COUNSELING. ONE CRITIC OF THE MODULAR SYSTEM CLAIMS THAT IT IS TOO ADMINISTRATIVELY COMPLEX AND TROUBLESOME, AND THAT THE SYSTEM, WHICH REQUIRES THE USE OF COMPUTERS, IS BEING PROMOTED MAINLY BY THE ELECTRONICS INDUSTRY. HOWEVER, PROPONENTS OF MODULAR SCHEDULING CLAIM THAT IT OFFERS CLOSER CONTACT WITH TEACHERS AND GREATER OPPORTUNITIES FOR IN-DEPTH TEACHING, RAISES STUDENT MORALE, AND IS MORE DEMOCRATIC AND NATURAL. EVALUATION OF THIS SYSTEM AT A WILMINGTON, DELAWARE, HIGH SCHOOL REVEALED THAT ALTHOUGH ONLY 3 PERCENT OF THE INTERVIEWED STUDENTS FELT THEY HAD MORE INDIVIDUAL CONTACT WITH TEACHERS, MOST OF THEM REPORTED SIGNIFICANT BENEFITS FROM THE NEW SCHEDULE. IT IS NOT KNOWN, HOWEVER, WHETHER THIS SCHEDULE WILL BE SUCCESSFUL WITH DISADVANTAGED YOUTH. AT PRESENT, THE SYSTEM IS IN USE PRIMARILY IN SUBURBAN SCHOOLS. THE GREAT COST OF THIS COMPUTER-BASED METHOD IS FREQUENTLY PROHIBITIVE. (LB)

ED021907 UD004645
OPPORTUNITIES FOR THE DISADVANTAGED MAY 67, 33P.

THIS REPORT BRIEFLY DESCRIBES FEDERALLY-FINANCED COMPSENSATORY EDUCATION ACTIVITIES FOR DISADVANTAGED STUDENTS IN MICHIGAN PUBLIC AND PRIVATE SCHOOLS DURING THE 1966-67 ACADEMIC YEAR. TYPES OF PROJECTS, FISCAL POLICY, AND USE OF GRANTS ARE DISCUSSED. ILLUSTRATIVE PROJECTS, INCLUDING A PRESCHOOL PROGRAM, READING IMPROVEMENT INSTRUCTION, AND A COMPREHENSIVE SUMMER PROGRAM ARE ALSO DESCRIBED. PROGRAM OBJECTIVES FOR 1967-68 ARE REVIEWED. (LB)

ED021909 UD004742
PROGRESS REPORT OF THE WASHINGTON INTEGRATED SECONDARY EDUCATION PROJECT. ADDENDUM II. 23 JUN 67, 48P.

THIS REPORT REVIEWS RESEARCH WHICH IS PERTINENT TO THE WASHINGTON, D.C. INTEGRATED SECONDARY EDUCATION PROJECT. REVIEWED IN PARTICULAR IS RESEARCH DEALING WITH EDUCATIONAL CHANGE AND INNOVATION, COMPENSATORY EDUCATION PRACTICES, AND SCHOOL INTEGRATION AND SEGREGATION. TWENTY-SEVEN WIDELY ADOPTED EDUCATIONAL INNOVATIONS AND A NUMBER OF INNOVATIONS WHICH HAVE LIMITED ACCEPTANCE OR USE ARE DISCUSSED. A DESCRIPTION OF THE COMMUNITY INVOLVED IN THE PROJECT AND OF THE EDUCATIONAL NEEDS OF PERSONS IN THE AREA IS ALSO PROVIDED. AN EXTENSIVE BIBLIOGRAPHY IS INCLUDED. (LB)

ED021918 UD005719
EQUITY AND STATES' RIGHTS. 11 MAR 68, 16P.

IN THIS ADDRESS THE U.S. COMMISSIONER OF EDUCATION DISCUSSES THE CHANGING NATURE OF THE RELATIONSHIP OF FEDERAL, STATE , AND LOCAL GOVERNMENTS TO EDUCATION. HE STATES THAT THE INCREASING TENDENCY OF MAYORS, GOVERNORS, AND SCHOOL SUPERINTENDENTS TO RELY HEAVILY ON THE FEDERAL GOVERNMENT FOR SOLUTIONS TO EDUCATIONAL PROBLEMS SHOULD BE REVERSED. THE FEDERAL GOVERNMENT'S ROLE IN HELPING THE STATES IS TO PROVIDE ADDITIONAL RESOURCES FOR EQUAL EDUCATIONAL OPPORTUNITIES FOR THE POOR TO ABSORB MUCH OF THE COST OF EDUCATIONAL CHANGE, AND TO AID THE STATES IN PLANNING FOR AND ADMINISTERING PROGRAMS TO ACHIEVE THESE PURPOSES. HOWEVER, THE STATE AND LOCAL GOVERNMENTS ARE STILL EXPECTED TO INCREASE THEIR SUPPORT FOR EDUCATION AND TO MAINTAIN EDUCATIONAL STANDARDS. TOO MANY BOND ISSUES AND SCHOOL TAX LEVIES FOR TEACHERS' SALARIES AND SCHOOL FACILITIES HAVE ALREADY BEEN DEFEATED BECAUSE IT HAS BEEN ASSUMED THAT THE FEDERAL GOVERNMENT WILL BEAR THESE COSTS. IN ADDITION, STATES HAVE NOT GIVEN SUFFICIENT SUPPORT TO CITIES, WHO NEED MORE STATE AID AS THEIR EDUCATIONAL PROBLEMS GROW AND AS THE TAX BASE DIMINISHES. TO PROVIDE EDUCATIONAL EQUALITY FOR ALL CHILDREN, A STATE SHOULD ALLOCATE FUNDS ON THE BASIS OF NEED RATHER THAN PROPERTY VALUES. (NH)

ED021919 UD005950
A NEW JOINT PROGRAM TO HELP DISADVANTAGED STUDENTS. JAN 68, 1P.

ADMINISTERED JOINTLY BY THE CLAREMONT COLLEGES IN SOUTHERN CALIFORNIA, THE "PROGRAM OF SPECIAL STUDIES FOR TRANSITION TO COLLEGE" PREPARES DISADVANTAGED HIGH SCHOOL GRADUATES WITH ACADEMIC POTENTIAL FOR EVENTUAL ENTRANCE INTO A REGULAR COLLEGE PROGRAM. OVER A 2-YEAR PERIOD THE STUDENTS ARE PROVIDED WITH SPECIAL SEMINARS, ORIENTATION, TUTORING, AND COUNSELING. THEY MAY ALSO ENROLL IN A FEW CAREFULLY SELECTED COURSES. ALTHOUGH STUDENTS WILL BE ENCOURAGED TO EARN PART OF THE COST OF THEIR PARTICIPATION IN THE PROGRAM, EXPENSES WILL BE PAID WHENEVER NECESSARY AND EFFORTS WILL BE MADE TO OBTAIN FEDERAL AID. (LB)

ED021920 UD005951
PROJECT OPEN FUTURE. JAN 68, 4P.

PROJECT OPEN FUTURE OFFERS A SUMMER RESIDENTIAL PROGRAM AND SATURDAY CLASSES DURING THE SCHOOL YEAR TO ABOUT 200 DISADVANTAGED JUNIOR HIGH SCHOOL STUDENTS SELECTED FROM THE EAST LOS ANGELES, COMPTON, AND WATTS AREAS. INSTRUCTION IS GIVEN IN READING, WRITTEN AND VERBAL EXPRESSION, MATHEMATICS, SCIENCE, AND SOCIAL STUDIES. COMPUTER TRAINING AND A VARIETY OF CULTURAL AND RECREATIONAL ACTIVITIES ARE ALSO AVAILABLE. EACH CLASS HAS FROM THREE TO SIX STUDENTS GROUPED HOMOGENOUSLY ACCORDING TO GRADE AND SUBJECT MATTER PROFICIENCY. THE STUDENTS ARE EXPECTED TO CONTINUE IN THE PROGRAM UNTIL THEY COMPLETE HIGH SCHOOL AT WHICH TIME IT IS EXPECTED THAT THEY WILL BE PREPARED TO DO COLLEGE WORK. PARENTS ARE ENCOURAGED TO PARTICIPATE IN THE PROJECT'S ACTIVITIES, AND PLANS ARE BEING MADE TO OFFER THEM ADULT EDUCATION COURSES. (LB)

ED021921 UD005987
STATE GOVERNMENT AND THE EDUCATION CHALLENGE. 21 JUN 66, 13P.

THIS ADDRESS POINTS UP THE CRITICAL EDUCATIONAL CHALLENGE FACING STATE GOVERNMENTS TODAY. STRESSING THE NOTION OF PARTNERSHIP BETWEEN THE FEDERAL AND STATE GOVERNMENTS, IT NOTES THAT STATES HAVE PARTICULARLY IMPORTANT OPPORTUNITIES FOR ACTION IN THE AREAS OF FINANCE, ADMINISTRATION, AND LEADERSHIP. STATE GOVERNMENTS MUST ESTABLISH A MINIMUM BASELINE OF EDUCATIONAL QUALITY AND MUST TAX SUFFICIENTLY TO MAINTAIN IT. IN TERMS OF ADMINISTRATION, STRONG INDEPENDENT STATE BOARDS OF EDUCATION ARE NECESSARY, WITH A STRONG EXECUTIVE AND WITH FREEDOM FROM POLITICAL INTRUSION. STATE LEADERSHIP IN EDUCATION SHOULD INVOLVE THE CREATION OF A POSITIVE CLIMATE AND EMPHASIS. SUCH LEADERSHIP SHOULD ALSO CREATE CONDITIONS WHICH STIMULATE AND ENCOURAGE EDUCATORS TO INNOVATE AND IMPROVE THE SCHOOLS. (NH)

ED021922 UD005988
NEW LIFE FOR THE DODO. 24 APR 66, 13P.

THIS SPEECH DISCUSSES THE FEDERAL ROLE IN INITIATING EDUCATIONAL CHANGE AND ITS RELATIONSHIP TO THE FUNCTIONS AND ACTIVITIES OF LOCAL SCHOOL BOARDS AND DISTRICTS. IT IS NOTED THAT, DESPITE THE ENORMOUS INCREASE IN FEDERAL EXPENDITURES, THE CONTROL OVER EDUCATION IS STILL VESTED IN STATE AND LOCAL BODIES, AND THIS LOCAL CONTROL MAY RESULT IN BOTH GOOD AND BAD SCHOOLS. HOWEVER, FEDERAL EDUCATIONAL LEGISLATION HAS PROHIBITED ANY FEDERAL CONTROL OVER LOCAL DISTRICTS. MOREOVER, STATE EDUCATION DEPARTMENTS HAVE THE POWER TO APPROVE FEDERALLY-FUNDED LOCAL PLANS. BUT NEW FEDERAL PROGRAMS, WHILE PLACING GREATER RESPONSIBILITY ON LOCAL SCHOOLS BOARDS THAN EVER BEFORE, ALSO OFFER GREATER POSSIBILITIES FOR EDUCATIONAL EXCELLENCE. (NH)

ED021923 UD005992
WHO'S IN CHARGE HERE? 2 APR 68, 11P.

IN THIS SPEECH IT IS POINTED OUT THAT NEW JERSEY ASSUMES ONLY 21 PERCENT OF THE COST OF EDUCATION AND, THUS, HAS RELATIVELY LITTLE CONTROL OVER EDUCATIONAL QUALITY AT THE LOCAL LEVEL. TO COMPENSATE FOR THE WIDE DISCREPANCIES WHICH, AS A RESULT, OCCUR IN SCHOOLS, THE STATE MUST SET MINIMUM STANDARDS OF EDUCATIONAL QUALITY AND MUST TAX SUFFICIENTLY O INSURE THAT THEY ARE MET. HOWEVER, SUCH ACTION SHOULD NOT IMPLY STATE CONTROL OF SCHOOL CURRICULUMS, AND LOCAL SCHOOLS SHOULD RETAIN THE OPTION OF DETERMINING HOW HIGH THEIR ACADEMIC CEILINGS WILL BE. THE STATE MUST ALSO TAKE A LEADING ROLE IN COMPREHENSIVE PLANNING FOR HIGHER EDUCATION. IT MUST DECIDE WHAT RANGE OF ACADEMIC PROGRAMS AND OTHER TYPES OF CONTINUING EDUCATION ARE TO BE OFFERED AND WHO IS TO HAVE ADMINISTRATIVE AUTHORITY FOR GUIDING THE DEVELOPMENT OF EDUCATION AT THIS LEVEL. IT IS ESPECIALLY IMPORTANT, HOWEVER, TO GUARD THE ACADEMIC FREEDOM OF FACULTIES IN HIGHER EDUCATION. (NH)

ED021924 UD006024
ELEMENTARY AND SECONDARY EDUCATION AMENDMENTS OF 1967. 2 JAN 68, 39P.

THE ELEMENTARY AND SECONDARY EDUCATION ACT AMENDMENTS OF 1967 LEGISLATE FINANCIAL A SISTANCE FOR THE EDUCATION OF CHILDREN FROM LOW-INCOME FAMILIES, APPROPRIATIONS FOR SCHOOL LIBRARY RESOURCES AND OTHER INSTRUCTIONAL MATERIALS, AND FUNDS FOR SUPPLEMENTARY EDUCATIONAL CENTERS AND SERVICES. ALSO COVERED ARE GRANTS FOR COOPERATIVE EDUCATIONAL RESEARCH ACTIVITIES AND GRANTS TO STRENGTHEN STATE DEPARTMENTS OF EDUCATION. OTHER AMENDMENTS REGULATE GRANTS FOR ADULT EDUCATION AND FOR THE EDUCATION OF BILINGUAL CHILDREN, HANDICAPPED CHILDREN, POTENTIAL DROPOUTS, AND AMERICAN INDIAN CHILDREN. ADDITIONAL AMENDMENTS REFER TO STATE ADVISORY COUNCILS AND STATE PLANS, TO ASSISTANCE FOR SCHOOL CONSTRUCTION IN CASES OF CERTAIN DISASTERS, AND TO EDUCATION IN FEDERALLY-AFFECTED AREAS. (LB)

ED021935 UD006419
COMPENSATORY EDUCATION PROGRAMS FOR CHILDREN IN LOCAL EDUCATIONAL AGENCIES, FY '67. EVALUATION REPORT. 67, 49P.

ARKANSAS' EVALUATION OF 1967 PROGRAMS FUNDED BY THE ELEMENTARY AND SECONDARY EDUCATION ACT, TITLE I, IS BASED ON DATA FROM 398 PUBLIC SCHOOL DISTRICTS WITH ABOUT 170,000 DISADVANTAGED STUDENTS. THIS EVALUATION PRESENTS INFORMATION ON MAJOR ACHIEVEMENTS AND INCLUDES DESCRIPTIONS OF ACTIVITIES AND METHODS, PRESSING EDUCATIONAL NEEDS, OBJECTIVES, INTERAGENCY COORDINATION, STAFF DEVELOPMENT AND UTILIZATION, INVOLVEMENT OF NONPUBLIC SCHOOL CHILDREN, AND PROGRAMS FOR THE HANDICAPPED. ADMINISTRATIVE PROBLEMS ARE DISCUSSED. NARRATIVE DESCRIPTIONS OF NINE EXEMPLARY OR INNOVATIVE ACTIVITIES POINT TO SUCH SPEECH THERAPY PROGRAMS, READING LABORATORIES, HEALTH AND PHYSICAL EDUCATION ACTIVITIES, A MOBILE DENTAL UNIT, AND A MODEL MATERIALS CENTER. ALSO NOTED ARE AN ELEMENTARY GUIDANCE AND COUNSELING PROGRAM, CLOSED CIRCUIT TELEVISION INSTRUCTION, SOCIAL SERVICES, AND AN EDUCATIONAL MEDIA PROGRAM. (NH)

ED021942 UD006757
SOME TRENDS IN EDUCATION FOR THE DISADVANTAGED. MAR 68, 12P.

THIS REPORT DISCUSSES SOME "PROMISING" COMPENSATORY EDUCATION PROGRAMS AND PRESENTS STATISTICAL ESTIMATES WHICH IDENTIFY THE DISADVANTAGED POPULATION TO BE SERVED BY SUCH PROGRAMS. THE DISCUSSION IS BASED ON OBSERVATIONS OF SCHOOL SYSTEMS AND PROGRAMS IN ALL SECTIONS OF THE COUNTRY AND ON INTERVIEWS WITH OVER 200 EDUCATIONAL ADMINISTRATORS WHO WERE ASKED TO IDENTIFY PRESENTLY OR POTENTIALLY EFFECTIVE PROGRAMS. THE DISCUSSION FOCUSES ON PROGRAMS TO DEVELOP THE PRESCHOOL CHILD'S LANGUAGE ABILITY AND LEARNING READINESS, PROGRAMS FOR REMEDIAL READING AND INDIVIDUALIZED INSTRUCTION, PROGRAMS FOR CHILDREN WHOSE BILINGUALISM PRESENTS LEARNING PROBLEMS, AND PROGRAMS FOR THE PROBLEM ADOLESCENT. IN ADDITION, THE EDUCATIONAL EFFECTIVENESS OF SCHOOL INTEGRATION AS COMPARED WITH COMPENSATORY EDUCATION PRACTICES IS DISCUSSED. THE IMPORTANCE OF ADMINISTRATIVE LEADERSHIP IN THE SCHOOLS, OF PARENT INVOLVEMENT IN THE EDUCATIONAL PROCESS, AND OF THE USE OF AUDIOVISUAL EQUIPMENT ARE ALSO DISCUSSED. REPORTS OF MOST OF THE PROGRAMS REFERRED TO IN THIS DISCUSSION ARE AVAILABLE THROUGH THE ERIC INFORMATION RETRIEVAL SYSTEM. AN ANNOTATED BIBLIOGRAPHY OF THESE REPORTS FOLLOWS THE DISCUSSION. (LB)

ED021946 UD007215
THE SECOND ANNUAL REPORT OF TITLE I OF THE ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965 SCHOOL YEAR 1966-67. 67, 139P.

THIS REPORT OVERVIEWS AND SUMMARIZES THE FINDINGS OF STUDIES OF NATIONWIDE TITLE I PROGRAMS DURING THE 1966-67 SCHOOL YEAR. IT HAS BEEN FOUND THAT THERE WERE INCREASES IN EXPENDITURES FOR INSTRUCTIONAL SERVICES AND THE PURCHASE OF EQUIPMENT, AND MORE STATES INVESTED IN THE PROGRAMS THAN DURING THE PREVIOUS YEAR. TO EXPLAIN THE EFFECT OF THE PROGRAMS, IN SEPARATE SECTIONS THE REPORT DISCUSSES THE EDUCATIONAL AND SOCIOECONOMIC BACKGROUND OF THE PARTICIPATING DISADVANTAGED STUDENTS, AND EXAMINES SPECIFICALLY THE NATURE OF SCHOOLS IN URBAN AREAS. ONE SECTION PRESENTS THE FINDINGS OF A STUDY OF THE EFFECT OF TITLE I ON READING AND ARITHMETIC ACHIEVEMENT AS MEASURED BY STANDARDIZED TESTS (DAYTON STUDY), AND ANOTHER PRESENTS BRIEF DIGESTS OF THE ANNUAL REPORTS OF THE PROGRAMS IN THE INDIVIDUAL STATES, WHICH HIGHLIGHT THEIR MAJOR ACHIEVEMENTS AND EXEMPLARY PROJECTS. A NEW SURVEY INSTRUMENT FOR OBTAINING DATA ON TITLE I PARTICIPANTS DURING THEIR THIRD YEAR OF OPERATION IS ALSO BRIEFLY DESCRIBED. EXTENSIVE APPENDIXES AND CHARTS AND TABLES OFFER SPECIFIC DATA. (EF)

ED022004 VT004519
EDUCATION FOR OCCUPATIONS, GRASS ROOTS THOUGHTS AND BELIEFS IN NEW YORK STATE 67, 80P.

INFORMATION FROM (1) QUESTIONNAIRES COMPLETED BY PRESENT AND FORMER STUDENTS, PARENTS, EDUCATORS, AND BUSINESS MEN, (2) GOVERNMENT AGENCY REPORTS, (3) SCHOOL RECORDS, AND (4) AGRICULTURAL EMPLOYER SURVEYS IN 24 GEOGRAPHIC AREAS WHICH INCLUDED ALL THE COUNTIES (1) DETERMINED THE NEED FOR ADDITIONAL OCCUPATIONAL TRAINING, (2) IDENTIFIED MAJOR OCCUPATIONAL EDUCATION COURSES IN TERMS OF EMPLOYER NEEDS, (3) DETERMINED INTEREST IN TYPES OF TRAININGS AND WORK SITUATIONS, (4) MEASURED THE ADEQUACY OF PRESENT FACILITIES AND (5) JUDGED THE EXTENT OF COMMUNITY SUPPORT FOR AN INCREASED STATEWIDE PROGRAM OF OCCUPATIONAL EDUCATION. THE FINDINGS AND CONCLUSIONS ARE SUMMARIZED IN THE FORM OF ANSWERS TO QUESTIONS FORMULATED FROM THE BASIC OBJECTIVES IN THE AREA STUDIES. SOME OF THE FINDINGS WERE: (1) SCHOOLS SHOULD PROVIDE VOCATIONAL AND TECHNICAL EDUCATION FOR ALL WHO COULD BENEFIT FROM IT, (2) THERE ARE NEITHER ENOUGH SCHOOLS PROVIDING ADULT EDUCATION, NOR TYPICAL HIGH SCHOOL EXPERIENCE ADEQUATE FOR PREPARING THE AVERAGE PERSON TO ENTER THE JOB MARKET, (3) MOST EMPLOYERS WANT STUDENTS TO HAVE TRAINING TO DEVELOP GOOD ATTITUDES, EFFECTIVE SPEAKING AND WRITING, AND OCCUPATIONAL SKILLS, AND (4) COMMUNITIES WILL SUPPORT AN INCREASE IN PUBLIC OCCUPATIONAL EDUCATION. (MM)

ED022021 VT004916
SUMMARY REPORT OF VOCATIONAL-TECHNICAL PROGRAM DEVELOPMENT BY STATES. DEC 65, 54P.

THIS STATE-BY-STATE REPORT SHOWS EXPANSION AND IMPROVEMENT OF BOTH FACILITIES AND PROGRAMS AS A DIRECT RESULT OF THE VOCATIONAL EDUCATION ACT OF 1963. VOCATIONAL-TECHNICAL SCHOOLS ARE BECOMING MORE ACCESSIBLE TO MEN, WOMEN, AND YOUTH. AT LEAST 125 NEW SCHOOLS ARE UNDER CONSTRUCTION, 209 ADDITIONAL ONES ARE PLANNED, AND 62 EXISTING CENTERS HAVE BEEN DESIGNATED AS AREA SCHOOLS. THIRTY-THREE STATES REPORT SUBSTANTIAL ADDITIONAL APPROPRIATIONS FOR EDUCATIONAL PROGRAMS. OVER 40 PERCENT OF THE FUNDS ALLOCATED TO THE STATES WAS USED FOR CONSTRUCTION OF NEW FACILITIES DURING THE FIRST 9 MONTHS OF OPERATION UNDER THE ACT. THIRTY PERCENT OF THE FEDERAL FUNDS WENT INTO SECONDARY VOCATIONAL EDUCATION PROGRAMS, 14 PERCENT TO POST-SECONDARY, 8 PERCENT TO ADULT EDUCATION, 5 PERCENT TO ANCILLARY SERVICES, AND ABOUT 2.5 PERCENT TO PROGRAMS FOR PERSONS WITH SPECIAL NEEDS. NATIONAL ENROLLMENT IN VOCATIONAL AND TECHNICAL SCHOOLS TOTALED 5,263,200 FOR 1965, AN INCREASE OF 15.3 PERCENT OVER 1964. (MM)

ED022029 VT005252
THE USE OF PORTABLE VIDEO TAPE RECORDERS AND MICRO-TEACHING TECHNIQUES TO IMPROVE INSTRUCTION IN VOCATIONAL-TECHNICAL PROGRAMS IN ILLINOIS PERLBERG, ARYE; AND OTHERS. MAR 68. 24P.

THE TWO PAPERS IN THIS REPORT ARE: (1) "THE USE OF PORTABLE VIDEO TAPE RECORDERS AND MICRO-TEACHING TECHNIQUES TO IMPROVE INSERVICE TRAINING IN AREA VOCA-

TIONAL SCHOOLS AND IN THE VOCATIONAL-TECHNICAL PROGRAMS OF JUNIOR COLLEGES," AND (2) "THE USE OF PORTABLE VIDEO TAPE RECORDERS AND MICRO-TEACHING TECHNIQUES TO IMPROVE SUPERVISION OF PROSPECTIVE TEACHERS IN VOCATIONAL-TECHNICAL EDUCATION." THEY REPORT A STUDY ON THE FEASIBILITY OF USING VIDEO-TAPE RECORDINGS AND MICRO-TEACHING TECHNIQUES TO IMPROVE THE INSERVICE TRAINING OF TEACHERS AND STUDENT TEACHERS IN VOCATIONAL-TECHNICAL PROGRAMS. ATTENTION WAS FOCUSED ON THE PROBLEMS OF MOTIVATION FOR CHANGE THROUGH FEEDBACK MECHANISMS, THE ELEMENTS OF SYSTEMATIC ANALYSIS, AND THE DEVELOPMENT OF COMPETENCY IN SPECIFI TEACHING SKILLS. TEACHERS PARTICIPATING IN THE PROJECT WERE TAPED FOR 10 TO 15 MINUTES DURING THEIR CLASSES. THESE TAPES WERE ANALYZED BY THE TEACHER AND A PROJECT STAFF MEMBER FOR SUGGESTED MODIFICATIONS IN TEACHING TECHNIQUES. SOME IMPLICATIONS FOR CONSIDERATION IN FUTURE PROJECT ACTIVITIES WERE TEACHER ATTITUDES TWOARD INNOVATION, THE AVAILABILITY OF PORTABLE VIDEO RECORDERS, AND MORE EFFECTIVE PLANNING AND ADMINISTRATION OF PROGRAM ACTIVITIES. IT WAS CONCLUDED THAT THESE TECHNIQUES MAY HAVE A STRONG APPEAL TO VOCATIONAL-TECHNICAL EDUCATORS FOR IMPROVEMENT OF THEIR TEACHING SKILLS. TWO BIBLIOGRAPHIES ARE INCLUDED (WB)

ED022061 VT006773
ORGANIZATION AND OPERATION OF A LOCAL PROGRAM OF VOCATIONAL EDUCATION. 68, 96P.

THIS DOCUMENT IS INTENDED AS A GUIDE FOR PERSONS WHO HAVE MAJOR RESPONSIBILITIES FOR DEVELOPING NEW PROGRAMS OF VOCATIONAL AND TECHNICAL EDUCATION UNDER PUBLIC SPONSORSHIP AT LOCAL LEVELS. IT IS ALSO WRITTEN FOR USE BY TEACHERS IN ALL TYPES OF VOCATIONAL PROGRAMS, GUIDANCE PERSONNEL, AND TEACHER EDUCATORS WHO ARE PREPARING VOCATIONAL TEACHERS AND LEADERS. CHAPTER TITLES ARE: (1) THE PURPOSE AND SCOPE OF THE PUBLICATION, (2) VOCATIONAL EDUCATION IN A TIME OF RAPID TECHNOLOGICAL CHANGE, (3) LEGISLATION PROMOTING AND SUPPORTING VOCATIONAL EDUCATION, (4) THE GOALS AND PURPOSES OF VOCATIONAL EDUCATION AT THE LOCAL LEVEL, (5) PLANNING THE LOCAL PROGRAM OF VOCATIONAL EDUCATION, (6) DETERMINING THE SCOPE AND NATURE OF THE PROGRAM, (7) THE EFFECTIVE USE OF ADVISORY SERVICES, (8) VOCATIONAL EDUCATION AND RELATED SERVICES, (9) THE JOB OF THE LOCAL ADMINISTRATOR OF VOCATIONAL EDUCATION, (10) LEADERSHIP IN VOCATIONAL EDUCATION, (11) MANNING THE PROGRAM WITH EFFECTIVE PERSONNEL, (12) FINANCING THE LOCAL PROGRAM OF VOCATIONAL EDUCATION, (13) THE IMPROVEMENT OF INSTRUCTION, (14) THE VOCATIONAL STUDENT, (15) PROVIDING FACILITIES AND EQUIPMENT FOR THE PROGRAM, (16) THE ROLE PF THE PRACTICAL ARTS IN VOCATIONAL EDUCATION, (17) EVALUATING THE PROGRAM, AND (18) THE VOCATIONAL LEADER AND RESEARCH. (MM)

ED022066 AA000309
RESEARCH AND DEVELOPMENT: ADVANCES IN EDUCATION. 68, 105P.
HC NOT AVAILABLE FROM EDRS.

THIS DOCUMENT PRESENTS VIGNETTES ILLUSTRATING IMPROVEMENTS IN LEARNING RESULTING FROM EDUCATIONAL INNOVATIONS DEVELOPED THROUGH RESEARCH SPONSORED BY THE COOPERATIVE RESEARCH ACT OF 1954, THE NATIONAL DEFENSE EDUCATION ACT OF 1958, THE VOCATIONAL EDUCATION ACT OF 1963, THE HIGHER EDUCATION ACT OF 1965, AND THE ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965. INNOVATIONS DESCRIBED INCLUDE A TAPE RECORDER TECHNIQUE FOR DEVELOPING SOCIALLY ACCEPTABLE LANGUAGE IN CHILDREN, INDIVIDUALLY - RESCRIBED INSTRUCTION (IPI), A SOAP OPERA FORMAT FOR TELEVISED ADULT EDUCATION PROGRAMS, A NEW METHOD FOR TEACHING HISTORY, PHYSICS CLASSES DESIGNED TO ATTRACT LIBERAL ARTS STUDENTS, A "NEW ENGLISH" WHICH USES INDUCTIVE TEACHING TO DEVELOP CRITICAL READERS, MICROTEACHING, AN EARLY CHILDHOOD EDUCATION READING PROGRAM, SIMULATION AND OTHER TECHNIQUES FOR TEACHING SOCIAL STUDIES, COMPUTER ASSISTED INSTRUCTION (CAI), A READING-LANGUAGE PROGRAM FOR TEACHING ENGLISH TO SPANISH-SPEAKING CHILDREN, A TECHNIQUE FOR LEARNING MATHEMATICS BY DOING IT, A PROGRAM WHICH TEACHES MOTHERS HOW TO WORK WITH THEIR CHILDREN, TESTS FOR MATCHING A STUDENT'S TRAITS WITH THOSE OF A COLLEGE, EXPERIMENTAL VOCATIONAL EDUCATION PROGRAMS FOR HIGH SCHOOL DROPOUTS, SIMULATION TRAINING FOR SCHOOL PRINCIPALS, "GATEWAY ENGLISH" FOR URBAN DISADVANTAGED CHILDREN, FOREIGN LANGUAGE TESTS TO FACILITATE LANGUAGE TEACHER PLACEMENT, A COMPUTERIZED MANIKIN USED TO TRAIN ANESTHESIOLOGISTS, AND A SPECIAL METHOD FOR TEACHING MUSIC TO CHILDREN. (SG)

ED022084 AC002376
A DESCRIPTION AND EVALUATION OF SELECTED EDUCATIONAL COMPONENTS OF COMMUNITY ACTION PROGRAMS, PORTLAND ATTACHMENT. MAY 67, 37P.
DOCUMENT NOT AVAILABLE FROM EDRS.

THE REED COLLEGE (PORTLAND, OREGON) ADULT LITERACY TRAINING PROGRAM, FUNDED BY THE OFFICE OF ECONOMIC OPPORTUNITY (OEO), IS INTENDED TO PROVIDE TUTORING FOR FUNCTIONALLY ILLITERATE ADULTS IN READING, MATHEMATICS, ENGLISH, SOCIAL STUDIES, AND RELATED SUBJECTS. REED COLLEGE HAS ALSO COOPERATED WITH TWO OEO PROGRAMS ALREADY COMPLETED--SCHOOL DISTRICT PROGRAMS OF SUMMER ELEMENTARY STUDY AND SUMMER PRE-HIGH SCHOOL ORIENTATION--AND WITH A COUNCIL OF CHURCHES PROGRAM. PROGRAM COORDINATORS AND REED COLLEGE LIBRARIANS HAVE BEEN THE CHIEF POLICY MAKERS. IT APPEARS THAT, ALTHOUGH WELFARE STUDENTS REMAIN IN THE PROGRAM LONGER THAN FEDERALLY SUBSIDIZED OR INDEPENDENT STUDENTS, STUDENTS AS A WHOLE SEE VALUE IN IT AND TEND TO EXPRESS THEIR NEEDS AND PROBLEMS (LARGELY RELATED TO STUDENT PROCESSING AND TO TUTORS) RATHER THAN WITHDRAW. THE EMERGENCE OF NEIGHBORHOOD GROUPS IS VIEWED AS THE MAIN SIDE EFFECT OF THE COMMUNITY ACTION PROGRAMS. (LY)

ED022108 AC002588
LITERACY TRAINING AND UPWARD MOBILITY IN COMMUNITY ACTION, A REPORT ON THE LITERACY INSTRUCTOR PROJECT. WOOLMAN, MYRON; CAREY, GORDON R., 66, 233P.

THIS 1965-66 STUDY WAS MADE FOR THE OFFICE OF ECONOMIC OPPORTUNITY UNDER SUBCONTRACT TO THE UNITED PLANNING ORGANIZATION, WASHINGTON, D.C. ITS AIM WAS TO DEVELOP AND TEST A COMBINED LITERACY AND JOB SKILL PROGRAM FOR FUNCTIONALLY ILLITERATE DROPOUTS IN THE DISTRICT OF COLUMBIA. ONLY 54 SUCH TRAINEES WERE SECURED, AND THE REMAINDER (315) WERE MALE AND FEMALE INMATES AT THE LORTON, VIRGINIA, PRISON COMPLEX. THE ACCELERATED PROGRESSIVE CHOICE READING PROGRAM WAS USED TO DEVELOP LITERACY SKILLS, PROVIDE EXPERIENCES IN GOAL ACHIEVEMENT, AND IMPART SUBPROFESSIONAL LITERACY INSTRUCTOR SKILLS TO THE TRAINEES. DROPOUTS AND INMATES BOTH SHOWED GAINS IN LITERACY SCORES AND IN MEASURED INTELLIGENCE, WITH LITERACY GAIN SCORES STRONGLY FAVORING THE INMATES, AND MOST INSTRUCTION WAS ULTIMATELY TRAINEE LED. THE BENEFIT COST RATIO AT LORTON WAS EXTREMELY FAVORABLE. CONCLUSIONS ON PROGRAM SUPPORT, INCENTIVES, AND CORRECTIONAL LITERACY EDUCATION WERE OFFERED. (THE DOCUMENT INCLUDES TABLES AND CHARTS, BIBLIOGRAPHIES, AND NUMEROUS APPENDIXES RELATING TO THE PLANNING AND OPERATION OF THE PROJECT.) (LY)

ED022124 AC002629
LITERACY AS A FACTOR IN DEVELOPMENT
30 JUL 65, 40P.
DOCUMENT NOT AVAILABLE FROM EDRS.

PREPARED IN CONNECTION WITH THE WORLD CONGRESS OF MINISTERS OF EDUCATION ON THE ERADICATION OF ILLITERACY (TEHERAN, SEPTEMBER 8-19, 1965), THIS UNESCO REPORT ON LITERACY AS A FACTOR IN DEVELOPMENT FOCUSES ON WORLDWIDE LITERACY EDUCATION AND THE DIMENSIONS OF ILLITERACY, THE ROLE OF LITERACY IN ECONOMIC AND TECHNOLOGICAL DEVELOPMENT AND IN SOCIAL CHANGE AND DEVELOPMENT PLANNING, PROGRAM COSTS AND FINANCIAL SUPPORT, THE AIMS, ORGANIZATION, AND METHODS OF LITERACY WORK, BILATERAL AID AND OTHER FORMS OF INTERNATIONAL COOPERATION, AND THE INFLUENCE OF ILLITERATES AND OTHER SEGMENTS OF SOCIETY ON PROGRAM SUCCESS. ALTERNATIVE APPROACHES AND NEW STRATEGIES, LINKS BETWEEN LITERACY AND OTHER KINDS OF EDUCATION, AND TYPICAL OPERATIONAL PROBLEMS (ADULT TEACHING, STAFFING, LANGUAGE OF INSTRUCTION, TEXTBOOKS AND SUPPORTING MATERIALS, AUDIOVISUAL AIDS, AND EVALUATION) ARE ALSO CONSIDERED. IN ADDITION, A TENTATIVE ASSESSMENT IS MADE OF PAST SUCCESSES AND FAILURES IN MASS LITERACY CAMPAIGNS. (LY)

ED022238 EA001452
EMERGING DESIGNS FOR EDUCATION: PROGRAM, ORGANIZATION, OPERATION AND FINANCE. REPORTS PREPARED FOR AN AREA CONFERENCE (ALBUQUERQUE, NEW MEXICO, MARCH 21-22, 1968). MORPHET, EDGAR L., ED.; JESSER, DAVID L., ED., MAY 68, 250P.

THE FIFTH IN A SERIES OF REPORTS RELATED TO LONG-RANGE EDUCATIONAL PLANNING INCLUDES FIVE PAPERS PRESENTED AT A CONFERENCE IN ALBUQUERQUE MARCH 21-22, 1968. THE FIRST PAPER OUTLINES THE PRIMARY GOALS OF AN EDUCATIONAL PROGRAM AND CONSIDERS IMPLICATIONS OF THE PROGRAM FOR THE CURRICULUM, INSTRUCTIONAL PRACTICES, SUPPORTING SERVICES, EVALUATION, TEACHER EDUCATION, AND CONTINUING EDUCATION. THE SECOND PAPER ANALYZES BASIC ISSUES AND DECISION MAKING ASPECTS OF OPERATIONAL PROBLEMS. THE THIRD PAPER REVIEWS THE LOCAL SCHOOL SYSTEM AND PRESENTS FIVE ORGANIZATIONAL MODELS FOR EDUCATIONAL GOVERNANCE--(1) STATE OPERATED, (2) REGIONAL, (3) LOCAL WITH AN INTERMEDIATE UNIT, (4) LOCAL AS A PART OF THE CITY OR COUNTY GOVERNMENT, AND (5) REGIONAL EDUCATION PLANNING AND SERVICE UNITS WITH LOCAL OPERATING SCHOOL DISTRICTS. THE FOURTH PAPER CONSIDERS THE STATE EDUCATIONAL ORGANIZATION, ANALYZES FORCES INFLUENCING DECISION MAKING, DESCRIBES THE FUNCTIONS OF A STATE EDUCATION DEPARTMENT, REVIEWS FEATURES OF THE STATE BOARD, OUTLINES FACTORS FOR SELECTING THE CHIEF STATE SCHOOL OFFICER, AND PROJECTS ORGANIZATIONAL AND ADMINISTRATIVE CHANGES IN STATE DEPARTMENTS OF EDUCATION. THE FIFTH PAPER CONSIDERS THE ECONOMICS AND FINANCING OF EDUCATION AND DESCRIBES EIGHT ALTERNATIVE MODELS FOR STATE PARTICIPATION IN PUBLIC SCHOOL FINANCING. RELATED DOCUMENTS ARE ED 013 477, ED 013 479, ED 013 481, AND ED 018 008. (JK)

ED022244 EA001599
THE ELEMENTARY AND SECONDARY EDUCATION ACT: A DISTRIBUTIONAL ANALYSIS. BARKIN, DAVID; HETTICH, WALTER, APR 68, 32P.

THIS STUDY ANALYZES INTERSTATE REDISTRIBUTION OF FEDERAL TAX MONEY UNDER TITLE ONE OF THE ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965. FIRST, THE CONSISTENCY OF THE CRITERIA USED TO DISTRIBUTE FUNDS IS STUDIED TO SEE IF PEOPLE OF SIMILAR FINANCIAL POSITIONS ARE TREATED "QUALLY. RESULTS SHOW THAT WHEN COMPARED WITH AN ALTERNATIVE--THE ORSHANSKY INDEX--THE PRESENT OFFICIAL NEED INDEX PROVIDES A SATISFACTORY MEASURE OF THE DISADVANTAGED SCHOOL POPULATION. THE SECOND PART OF THE ANALYSIS

LOOKS AT HOW PEOPLE IN DIFFERENT FINANCIAL POSITIONS ARE TREATED. CONSIDERATION OF BOTH NET TRANSFERS AND GROSS AID LEADS TO THE CONCLUSION THAT THE DEGREE OF REDISTRIBUTION UNDER THE PRESENT PROGRAM IS VERY SMALL. THIS SUGGESTS THAT THE FIRST MAJOR ACT OF FEDERAL AID TO EDUCATION IS CONSERVATIVE WHEN JUDGED BY DISTRIBUTIONAL STANDARDS. IF FUTURE FEDERAL AID LEGISLATION IS TO MAKE A MARKED CONTRIBUTION TO THE EQUALIZATION OF STATES' ABILITY TO PROVIDE EDUCATION, FISCAL CAPACITY MUST BE INTRODUCED AS A CRITERION FOR DISTRIBUTING FEDERAL FUNDS. (TT)

ED022246 EA001604
A STUDY OF THE OPERATING AND MAINTENANCE COSTS IN A SUBURBAN SCHOOL DISTRICT. HAUGO, JOHN; MOHRENWEISER, GARY. JAN 68, 46P.

TWO ASPECTS OF THE OPERATION AND MAINTENANCE OF THE SUBURBAN PARK SCHOOL DISTRICT (SPSD) FACILITIES ARE ANALYZED: (1) THE ALLOCATION OF FUNDS TO OPERATION AND MAINTENANCE, AND (2) THE INDIVIDUAL CUSTODIAL WORKLOADS. THE MAINTENANCE AND OPERATION EXPENDITURES ARE DIVIDED INTO THREE CATEGORIES (CUSTODIAL SALARIES, OPERATION EXPENDITURES ABOVE AND BEYOND CUSTODIAL SALARIES, AND PLANT MAINTENANCE EXPENSES) AND ARE COMPARED WITH NATIONAL NORMS. THE ALLOCATION OF WORKLOADS FOR CUSTODIAL STAFF MEMBERS IS ANALYZED IN TERMS OF EFFICIENCY, MANAGEMENT'S DEMAND FOR CUSTODIANS' TIME, AND EQUALIZATION OF DUTIES AMONG CUSTODIANS. A MATHEMATICAL MODEL IS ALSO CONSTRUCTED TO FACILITATE ADMINISTRATIVE DECISION MAKING IN THE AREAS OF CAPITAL EXPENDITURES FOR AND MANPOWER UTILIZATION OF MAINTENANCE EQUIPMENT. IT INVESTIGATES THE TRADE-OFF BETWEEN MEN AND MACHINES IN THE FLOOR SCRUBBING AND WATER PICKUP PROCESSES. FOUR RECOMMENDATIONS TO SPSD RESULTED FROM THE STUDY: (1) REEVALUATE THE WORK ASSIGNMENTS AND TASK EFFICIENCIES OF THE CUSTODIANS, (2) MAINTAIN PRESENT CUSTODIAL STAFF SIZE, (3) REASSIGN INDIVIDUAL CUSTODIAL WORKLOADS TO PROMOTE EQUALIZATION OF ASSIGNED DUTIES, AND (4) PURCHASE THE OPTIMAL MIX OF CLEANING MACHINES. (HW)

ED022249 EA001607
PROJECTIONS OF EDUCATIONAL STATISTICS TO 1976-77. 1967 EDITION. SIMON, KENNETH A.; FULLAM, MARIE G.. MAR 68, 130P.
HC NOT AVAILABLE FROM EDRS.

BASED MAINLY ON THE ASSUMPTION THAT ENROLLMENT RATES THROUGH 1976-77 WILL CONTINUE THE TREND FROM 1956-57 TO 1966-67, PROJECTIONS ARE DETERMINED FOR SEVERAL KEY EDUCATIONAL STATISTICS, INCLUDING ENROLLMENT FOR ALL LEVELS FROM KINDERGARTEN THROUGH GRADUATE STUDY, NUMBER OF HIGH SCHOOL GRADUATES AND COLLEGE DEGREES, NUMBER OF TEACHERS AND OTHER PROFESSIONAL STAFF, EXPENDITURES OF EDUCATIONAL INSTITUTIONS, AND BASIC STUDENT CHARGES FOR INSTITUTIONS OF HIGHER EDUCATION. (JK)

ED022251 EA001609
A SCHOOL DISTRICT PLAN OF FUNCTIONAL ORGANIZATION. 71P.

A SCHOOL DISTRICT PLAN OF FUNCTIONAL ORGANIZATION IS DESIGNED TO INTEGRATE THE FUNCTIONAL AND THE ORGANIZATIONAL ASPECTS OF PERFORMANCE. THE PLAN CAN BE USED TO SEEK SOLUTIONS TO THREE BASIC MANAGEMENT PROBLEMS: (1) THE FUNCTIONS WHICH MUST BE PERFORMED IN A SCHOOL DISTRICT, (2) THE PLAN OF ORGANIZATION WHICH SHOULD BE IMPLEMENTED TO FACILITATE PERFORMANCE, AND (3) THE MANAGEMENT PROCEDURES WHICH SHOULD BE IMPLEMENTED TO ASSURE QUALITY AND TO MEASURE PERFORMANCE. THE PLAN REVEALS SEVERAL MANAGEMENT TOOLS WHICH CAN BE USED TO ACCOMPLISH INTEGRATION OF PERFORMANCE. ANOTHER PLAN, THE SCHOOL DISTRICT ORGANIZATIONAL PLAN, DELINEATES THE CONTROL AND FEEDBACK RELATIONSHIPS WHICH MUST BE CONSIDERED IN PERFORMANCE INTEGRATION. SEVERAL IMMEDIATE CONCERNS WHICH THE SUPERINTENDENT MUST APPRAISE BEFORE INTEGRATING THE FUNCTIONAL AND ORGANIZATIONAL ASPECTS OF PERFORMANCE ARE DISCUSSED. (HW)

ED022252 EA001611
THE TWELVE MONTH SCHOOL YEAR, A STUDY OF THE ADVANTAGES AND DISADVANTAGES OF THE FOUR QUARTER SYSTEM. FEB 68, 15P.

THE LITERATURE ON THE STAGGERED FOUR QUARTER SYSTEM IS REVIEWED, AND THE ADVANTAGES AND DISADVANTAGES OF THE SYSTEM ARE DISCUSSED. (HW)

ED022258 EA001621
RECENT AND POTENTIAL APPLICATION OF ENGINEERING TOOLS TO EDUCATIONAL RESEARCH. 1 DEC 67, 17P.

THIS PAPER PRESENTS A SUMMARY OF SOME RECENT ENGINEERING RESEARCH IN EDUCATION AND IDENTIFIES SOME RESEARCH AREAS WITH HIGH PAYOFF POTENTIAL. THE UNDERLYING ASSUMPTION IS THAT A SCHOOL IS A SYSTEM WITH A SET OF SUBSYSTEMS WHICH IS POTENTIALLY SUSCEPTIBLE TO ANALYSIS, DESIGN, AND EVENTUALLY SOME SORT OF OPTIMIZATION. THIS ASSUMPTION LEADS TO THE INCREASED APPLICATION OF ENGINEERING TECHNIQUES WHICH RELATE INPUTS AND OUTPUTS, COMPUTER PROGRAMMING, SIMULATION VEHICLES, CONTROL AND DECISION THEORY, AND MANY OTHER TOOLS TO THE SOLUTION OF ADMINISTRATIVE AND TEACHING PROBLEMS IN EDUCATION. SOME AREAS DEALT WITH ARE SCHOOL MANAGEMENT, RESOURCE ALLOCATION PROBLEMS, DECISION RULES, CURRICULUM CONTENT TRANSMISSION, AND CURRICULUM CONTENT ALLOCATION. (TT)

ED022267 EA001671
THE EXTENDED SCHOOL YEAR IN THE STATE OF UTAH. JUN 66, 154P.

THIS STUDY EXAMINES THE EXTENDED SCHOOL YEAR AND SUMMER SCHOOL PROGRAM SUPPORTED BY THE STATE OF UTAH DURING THE SUMMER OF 1965. FACTS, STATISTICS, OPINIONS, AND OTHER INFORMATION ENABLE EDUCATORS AND LEGISLATORS TO MAKE INFORMED DECISIONS CONCERNING THE FUTURE OF SUMMER SCHOOL PROGRAMS IN UTAH. INFORMATION FOR THE STUDY WAS OBTAINED FROM THREE MAJOR SOURCES: (1) AN ORAL INTERVIEW WITH EACH DISTRICT SUPERINTENDENT, (2) A PERSONAL VISIT TO SELECTED SCHOOLS, AND (3) QUESTIONNAIRES DISTRIBUTED TO A RANDOM SAMPLE OF PARENTS, STUDENTS, AND TEACHERS. THE RESULTS OF THE STUDY LED TO FIVE RECOMMENDATIONS: (1) THE SUMMER PROGRAM SHOULD BE CONTINUED AND EXPANDED, (2) INCREASED COMMUNICATION AND COOPERATION IS NEEDED BETWEEN THE COMMUNITY AND THE SCHOOLS IN THE FORMULATION OF SUMMER PROGRAMS, (3) CLASS SIZE OF THE SUMMER PROGRAM SHOULD BE INVESTIGATED FURTHER, (4) STUDENT TRANSPORTATION SHOULD BE IMPROVED, AND (5) USE SHOULD BE MADE OF ANY INDUSTRIAL, HISTORICAL, OR RECREATIONAL FACILITIES WHICH THE COMMUNITY HAS TO OFFER. (HW)

ED022323 EF001368
PHYSICAL FACILITIES, ILLINOIS INSTITUTIONS. MASTER PLAN STUDY COMMITTEE I - PHYSICAL FACILITIES. PRELIMINARY REPORT. 3 SEP 63, 112P.

ENROLLMENTS, BUILDING PLANNING AND THE UTILIZATION OF SPACE IS DISCUSSED AND A CONTRIBUTION TOWARD THE DEVELOPMENT OF A MASTER PLAN FOR HIGHER EDUCATION IN ILLINOIS IS MADE. THE FIRST SECTION PRESENTS INFORMATION REGARDING LIMITATIONS OR CEILINGS WHICH INSTITUTIONS NOW HAVE OR PLAN TO HAVE ON THEIR ENROLLMENTS, THE ADDITIONAL ENROLLMENT CAPACITIES WHICH WERE CONSIDERED POSSIBLE IN THE FALL OF 1962, PROJECTED ENROLLMENTS TO 1965 AND TO 1970 AND RELATED BUILDING PLANS FOR THE SAME PERIODS, AND AN ESTIMATE OF THE ADDITIONAL ENROLLMENTS WHICH WILL RESULT FROM BUILDING CONSTRUCTION BY THE STATE UNIVERSITIES. THE SECOND SECTION PRESENTS DATA ON UTILIZATION OF SPACE BY 56 INSTITUTIONS FOR TOTAL AND PERMANENCY RATING OF THAT SPACE, THE FUNCTIONAL USE OF SPACE AND TOTAL SQUARE FOOTAGE BY FUNCTION, AND THE UTILIZATION OF CLASSROOMS, LABORATORIES, OFFICE SPACE, LIBRARIES, AND SERVICE AND MAINTENANCE SPACE. SECTION THREE CONTAINS FURTHER ADDITIONS AND PROCEDURES TO BE CONSIDERED BY THE COMMITTEE REGARDING PHYSICAL FACILITIES. MAJOR SPACES AVAILABLE IN THE PHYSICAL PLANT ARE DEALT WITH, BOTH PRIVATE AND PUBLIC INSTITUTIONS BEING REPRESENTED. A GRAPHICAL REPRESENTATION OF THE DATA REGARDING CLASS SIZE AND CLASSROOM CAPACITY FOR EACH INSTITUTION, IS INCLUDED, TOGETHER WITH GRAPHS SHOWING SQUARE FEET PER STUDENT CLOCKHOUR OF INSTRUCTION. (RK)

ED022330 EF001681
FOOD SERVICE: HOW AND WHAT TO PLAN. MAR 62,
DOCUMENT NOT AVAILABLE FROM EDRS.

THE EFFECTIVENESS OF FOOD SERVICE FACILITIES WILL BE GREATLY ENHANCED BY--(1) DEVELOPING OPERATING POLICIES EARLY IN THE DESIGN STAGE, (2) TRANSLATING MENUS AND RECIPES INTO SPACE, TIME, AMOUNTS, AND EQUIPMENT, (3) ARRANGING KITCHEN FUNCTIONS AND WORK CENTERS INTO STRAIGHT LINE FLOW, AND (4) EVALUATION. OPERATING POLICIES AND PROCEDURES MUST BE ESTABLISHED EARLY IN THE PLANNING PROCESS AS GOOD FOOD FACILITIES DO NOT AUTOMATICALLY MEAN SUPERIOR PERFORMANCE. A LISTING OF POLICIES AND PROCEDURES WHICH AFFECT SPACE REQUIREMENTS FOR FOOD HANDLING FACILITIES IS GIVEN AS IS A LISTING OF MAJOR EQUIPMENT PLUS AVERAGE, HIGH, AND LOW SQUARE FOOTAGE SPACE RECOMMENDATIONS FOR FOOD HANDLING AND SERVING TASKS. SCHEMATIC LAYOUTS PLUS PICTORIAL ILLUSTRATIONS ARE INCLUDED. (NI)

ED022339 EF001786
A STUDY OF LEASING PRACTICES OF PUBLIC SCHOOL LANDS IN COLORADO. FINAL REPORT. 15 APR 68, 129P.

POLICIES PERTAINING TO THREE BASIC PROBLEMS IN LAND LEASING PRACTICES ARE EXAMINED--(1) TO COMPARE INCOME FROM LEASES ON STATE SCHOOL LANDS WITH INCOME FROM LEASES OF SIMILAR PRIVATELY OWNED LAND, (2) TO IDENTIFY POLICIES REGARDING THE DISPOSITION OF CONFLICTING BIDS ON STATE SCHOOL LAND, AND (3) TO IDENTIFY POLICIES REGARDING SUBLEASING SCHOOL LANDS AND ITS IMPACT ON SCHOOL FUNDS. IT WAS FOUND THAT ON DRY AND GRAZING LAND, CASH RENTALS ON SCHOOL LANDS COMPARE FAVORABLY WITH THE RENTALS ON PRIVATE LAND. THE GREATEST DIFFERENCES IN RENTAL RATES APPEAR IN THE AREA OF IRRIGATED FARMING, WHERE THE PRIVATE LAND RENTAL RATE WAS CONSIDERABLY HIGHER THAN THE PUBLIC SCHOOL LAND RATE. ON THE BASIS OF INFORMATION OBTAINED IN THIS STUDY, THE STATE BOARD OF LAND COMMISSIONERS HAS BEEN EXERCISING PRUDENT JUDGEMENT WHEN RESOLVING THE CONFLICT BID. THE POLICIES CONCERNING SUBLEASING PRACTICES HAVE BEEN DEFINED AND DELINEATED MUCH MORE CLEARLY SINCE 1965, ALTHOUGH THE CURRENT SUBLEASING IS DIFFICULT TO CONTROL. (NI)

ED022343 EF001834
SUGGESTED STEPS FOR PLANNING AND BUILDING A NEW SCHOOL BUILDING. MAR 65, 8P.

A LISTING AND SHORT DESCRIPTIONS OF ELEVEN STEPS THAT SHOULD BE OBSERVED IN THE PLANNING AND BUILDING OF A NEW SCHOOL PLANT. THIS STEP-BY-STEP APPROACH WAS PREPARED WITH THE INEXPERIENCED SCHOOL BOARD MEMBER IN MIND, AND ATTEMPTS TO OFFER SUGGESTIONS AND ADVICE FOR EACH STEP IN THE PLANNING, BONDING, AND BUILDING STAGES. STEPS COVERED ARE--(1) STUDY OF BUILDING NEEDS, (2) FINANCING PROGRAM, (3) ARCHITECT SELECTION, (4) SITE SELECTION, (5) DEVELOPMENT OF PRELIMINARY SKETCHES, (6) APPROVAL OF PRELIMINARY

SKETCHES, (7) PLANNING OF WORKING DRAWINGS AND SPECIFICATIONS, (8) APPROVAL OF WORKING DRAWINGS AND SPECIFICATIONS, (9) CALL FOR BIDS AND AWARD OF CONTRACTS, (10) SUPERVISION DURING CONSTRUCTION, AND (11) ACCEPTANCE OF THE BUILDING. THE CHECKLIST OF RECOMMENDED PROCEDURES FOR EACH OF THE AFORELISTED BUILDING PROGRAM STEPS COULD BE HELPFUL TO ANY SCHOOL BOARD MEMBER OR SCHOOL ADMINISTRATOR CONTEMPLATING A BUILDING PROGRAM. (NI)

ED022344 EF001845
FEDERAL ASSISTANCE FOR EDUCATIONAL PLANNING, ACQUIRING AND DEVELOPING SITES AND CONSTRUCTING FACILITIES. GARDNER, DWAYNE E.; AND OTHERS, [66], 44P.

A GUIDE TO FEDERAL FINANCIAL ASSISTANCE PROGRAMS. THE PROGRAMS ARE IDENTIFIED WITH THE ENABLING LEGISLATION, ALONG WITH ADDRESSES OF FEDERAL AGENCY OFFICES IN ALL AREAS OF THE COUNTRY RESPONSIBLE FOR THEIR ADMINISTRATION. THE BOOKLET IS DIVIDED INTO THREE PARTS ACCORDING TO THE TYPE OF FEDERAL PROGRAM--(1) EDUCATIONAL PLANNING, (2) ACQUISITION AND DEVELOPMENT OF SITES FOR EDUCATIONAL FACILITIES, AND (3) CONSTRUCTION OF EDUCATIONAL FACILITIES. (NI)

ED022356 EF002139
COLLEGE AND UNIVERSITY FACILITIES SURVEY. PART 5: ENROLLMENT AND FACILITIES OF NEW COLLEGES AND UNIVERSITIES OPENING BETWEEN 1961 AND 1965. ROBBINS, LESLIE F.; BOKELMAN, W. ROBERT, 65, 56P.
HC NOT AVAILABLE FROM EDRS.

FACILITIES DATA FOR 181 COLLEGES OPENED BETWEEN 1961 AND 1965 ARE SUMMARIZED. DATA FROM THE SURVEY SUGGESTS THE INSTITUTIONAL CHARACTERISTICS, TYPE AND PURPOSE OF THE NEW COLLEGES, AND THE TRENDS IN ENROLLMENT DISTRIBUTION. THE FACILITIES OF THE NEW COLLEGES ARE TABULATED ACCORDING TO NEW CONSTRUCTION AND REHABILITATION COSTS BY CATEGORIES OF PRIVATE AND PUBLIC OWNERSHIP, REGION, STATE, LEVEL OF EDUCATIONAL PROGRAM OFFERED AND EXPENDITURES PER STUDENT. A REVIEW OF THE RELATIONSHIP OF THIS STUDY TO OTHER STUDIES AND FORECASTS OF HIGHER EDUCATION FACILITIES MADE BY THE U. S. OFFICE OF EDUCATION IS GIVEN. EXPENDITURES ARE TABULATED AND GRAPHED BY TYPE OF FACILITY CONSTRUCTED--(1) INSTRUCTIONAL, RESEARCH, AND GENERAL, (2) RESIDENTIAL, (3) LAND AND CAPITAL IMPROVEMENTS, AND OTHER AUXILIARY. A LIST OF INSTITUTIONS AND THE QUESTIONNAIRE USED IN THE SURVEY ARE INCLUDED IN THE APPENDICES. (HH)

ED022367 EM000293
EDUCATIONAL COMMUNICATIONS PROGRAMS IN THE PUBLIC SCHOOLS OF NEW YORK STATE MAY 66, 46P.

TO MAKE COMPARISONS BETWEEN SCHOOL DISTRICTS AND TO ESTABLISH STANDARDS FOR EDUCATIONAL COMMUNICATIONS PROGRAMS, EACH DIRECTOR OF EDUCATIONAL COMMUNICATIONS IN EACH SCHOOL DISTRICT IN NEW YORK STATE SUBMITTED DATA ABOUT HIS EDUCATIONAL COMMUNICATION PROGRAM. IN SUMMARY TABLES FOR EACH SCHOOL DISTRICT, THE FOLLOWING DATA ARE PRESENTED: THE NUMBER OF STUDENTS ENROLLED, TEACHERS, EDUCATIONAL COMMUNICATIONS STAFF (PROFESSIONAL AND NON-TEACHING), PROJECTORS (16MM, FILMSTRIP, OVERHEAD, OPAQUE, MICRO, AND 2X2), TV SETS, RADIOS, AUDIO TAPE RECORDERS, RECORD PLAYERS, ELECTRONIC CLASSROOMS, DARKENED CLASSROOMS, SCREENS, FILMS OWNED (16MM AND STRIPS), FREE FILMS USED PER YEAR, LANGUAGE LABS, AND TELEVISION VIEWERS PER DAY. ALSO GIVEN ARE THE AMOUNTS SPENT FOR THE EDUCATIONAL COMMUNICATIONS BUDGET, THE PURCHASE AND RENTAL OF 16MM FILMS, EQUIPMENT PURCHASED, EDUCATIONAL TELEVISION, OTHER MATERIALS AND BUDGET ITEMS, AND THE EDUCATIONAL COMMUNICATIONS PER PUPIL EXPENDITURE OF THE DISTRICT. (MJ)

ED022369 EM000327
MULTIPLE GENERATIONS ON VIDEO TAPE RECORDERS. 68. 43P.

HELICAL SCAN VIDEO TAPE RECORDERS WERE TESTED FOR THEIR DUBBING CHARACTERISTICS IN ORDER TO MAKE SELECTION DATA AVAILABLE TO MEDIA PERSONNEL. THE EQUIPMENT, TWO RECORDERS OF EACH TYPE TESTED, WAS SUBMITTED BY THE MANUFACTURERS. THE TEST WAS DESIGNED TO PRODUCE QUALITY EVALUATIONS FOR THREE GENERATIONS OF A SINGLE TAPE, THEREBY ENCOMPASSING ALL LEVELS OF PROBABLE USE IN THE SCHOOL SITUATION.

ED022372 EM006217
TEACHING BY CORRESPONDENCE. UNESCO SOURCE BOOK ON CURRICULA AND METHODS, NUMBER 3. 67, 218P.
DOCUMENT NOT AVAILABLE FROM EDRS.

TO EXTEND EDUCATIONAL OPPORTUNITIES AND SERVICES TO EVERYBODY BECOMES INCREASINGLY MORE IMPORTANT, AND CORRESPONDENCE TEACHING CAN CARRY EDUCATION TO THOSE OTHERWISE OUT OF REACH. CORRESPONDENCE COURSES, WHATEVER THE SUBJECT, MUST GUIDE, AID, TRAIN, AND TEST THE STUDENT. ALTHOUGH THE INSTRUCTOR AND THE STUDENT DO NOT MEET, THEIR WRITTEN EXCHANGE ARISING FROM ASSIGNMENTS IS INDIVIDUALIZED AND TAKES PLACE OVER THE FULL PERIOD OF STUDY. ENCOURAGEMENT IS VERY IMPORTANT, PARTICULARLY, AT THE BEGINNING, WHEN LACK OF CONFIDENCE MAKES STUDENTS MOST LIKELY TO BECOME DROPOUTS. THERE ARE MANY POSSIBLE METHODS OF COMBINING OTHER MEDIA WITH CORRESPONDENCE TEACHING TO MEET A VARIETY OF NEEDS, AND FREQUENTLY ORAL TEACHING SUPPLEMENTS REGULAR CORRESPONDENCE. USE OF PROGRAMED INSTRUCTION IS NOW BEGINNING IN CORRESPONDENCE TEACHING, BUT THIS TECHNIQUE IS NOT YET FULLY EVALUATED. ORGANIZING CORRESPONDENCE SCHOOLS REQUIRES CERTAIN BASIC FUNCTIONS, BUT EACH SCHOOL MUST BE BUILT ACCORDING TO ITS SPECIFIC SITUATION AND ROLE. THE COSTS OF PRODUCTION MUST BE CAREFULLY WEIGHTED SO AS NOT TO IMPAIR EDUCATIONAL STANDARDS. APPENDICES ARE INCLUDED COVERING PRODUCTION AND ADMINISTRATION OF COURSES. (OH)

ED022376 EM006833
INNOVATION IN EDUCATION: NEW DIRECTIONS FOR THE AMERICAN SCHOOL. A STATEMENT ON NATIONAL POLICY. JUL 68, 86P.

THE FUTURE OF AMERICAN SCHOOLS DEPENDS IN LARGE PART ON THEIR OPENNESS TO INNOVATIONS IN INSTRUCTIONAL PATTERNS, IN SCHOOL ORGANIZATION, IN EDUCATION FOR TEACHERS AND FOR DEPRIVED MINORITIES, AND IN THEIR USE OF EDUCATIONAL TECHNOLOGY. BASIC AND APPLIED RESEARCH ARE NEEDED TO DETERMINE USEFUL INNOVATION. COST-BENEFIT AND COST-EFFECTIVENESS ANALYSES ARE NEEDED TO DETERMINE ITS PRACTICALITY. THE GOALS OF INSTRUCTION MUST BE CONTINUALLY RE-EXAMINED AND REVISED IN LIGHT OF CHANGING CONDITIONS AND NEW POSSIBILITIES. EDUCATIONAL EQUIPMENT AND NEW METHODS IN THEMSELVES MAY INFLUENCE THESE GOALS. TO STIMULATE CHANGE A NATIONAL COMMISSION ON RESEARCH, INNOVATION, AND EVALUATION IN EDUCATION IS RECOMMENDED. MEMORANDA OF COMMENT, RESERVATION, AND DISSENT ARE APPENDED. (MF)

ED022404 FL000982
A PRACTICAL HANDBOOK FOR IMPLEMENTATION OF FOREIGN LANGUAGE PROGRAMS. AUG 67, 105P.

A HANDBOOK FOR USE BY CURRICULUM SUPERVISORS, TEACHERS, AND ADMINISTRATORS PRESENTS GUIDELINES FOR THE ESTABLISHMENT, OPERATION, AND EVALUATION OF FOREIGN LANGUAGE PROGRAMS IN CALIFORNIA. THE FIRST PART OUTLINES THE STATE'S LEGAL PROVISIONS FOR FOREIGN LANGUAGE STUDY WHILE THE SECOND SECTION DEALS WITH SOURCES OF ASSISTANCE IN LANGUAGE PROGRAMS. PART THREE DELINEATES THE AIMS, TECHNIQUES, LEVELS AND SCOPE OF A FOREIGN LANGUAGE PROGRAM WITH PARTICULAR ATTENTION TO FLES, PERSONNEL, INSTRUCTIONAL MATERIALS, AUDIOLINGUAL AND AUDIOVISUAL AIDS, TESTING AND EVALUATION, BILINGUALISM, ENGLISH AS A SECOND LANGUAGE, STUDY ABROAD, LANGUAGE RESEARCH, AND LANGUAGE PROGRAM COSTS. SOME 15 APPENDIXES CONTAIN FORM LETTERS, ADMINISTRATIVE FORMS, STUDENT STUDY RECORDS, GUIDELINES FOR EQUIPMENT UTILIZATION AND PERSONNEL, INSERVICE TRAINING FILMS, AND SOURCES OF FINANCIAL SUPPORT. THERE IS A BRIEF GENERAL BIBLIOGRAPHY, AND AN ANNOTATED REFERENCE FOR ENGLISH AS A SECOND LANGUAGE. (DS)

ED022485 LI000365
SCHOOL LIBRARIES IN THE UNITED STATES. A REPORT PREPARED FOR THE NATIONAL ADVISORY COMMISSION ON LIBRARIES. NOV 67, 77P.

OBJECTIVES OF THIS SURVEY WERE : (1) TO ASSESS THE RECENT HISTORY, CURRENT STATUS, AND TRENDS OF SCHOOL LIBRARIES, AND (2) TO OUTLINE ALTERNATIVE APPROACHES TO THE SOLUTION OF MAJOR PROBLEMS. A LITERATURE REVIEW, INTERVIEWS, AND FIELD VISITS REVEALED THAT SCHOOL LIBRARY SERVICE IS UNDERGOING RAPID DEVELOPMENT BECAUSE OF SCHOOL LIBRARY PROFESSIONAL LEADERSHIP, IMPROVED METHODS OF INSTRUCTION AND INSTRUCTIONAL MATERIALS, HIGHER LIBRARY STANDARDS, AND IMPROVED FINANCIAL SUPPORT. STATE EDUCATION DEPARTMENTS ARE ALSO TAKING A MORE ACTIVE ROLE IN LIBRARY DEVELOPMENT. MAJOR PROBLEMS ARE: THE ABSENCE OF LIBRARIES IN MANY SCHOOLS, THE GAP BETWEEN NATIONAL STANDARDS AND EXISTING RESOURCES, THE NEED TO RAPIDLY IMPLEMENT THE USE OF NEW MATERIALS AND TECHNIQUES, DIFFICULTIES IN ESTABLISHING ADEQUATE SCHOOL LIBRARY PROGRAMS IN THE INNER CITY AND SMALL SCHOOL SYSTEMS. , HIGH CAPITAL COST OF LIBRARY FACILITIES, CRITICAL MANPOWER NEEDS, INADEQUATELY SUPPORTED STATE SCHOOL LIBRARY SUPERVISORY PROGRAMS, NO PROVISION FOR STAFF OR EQUIPMENT IN ESEA TITLE II, THE COPYRIGHT PROBLEM, INADEQUATE STATISTICS, THE NEED FOR RESEARCH, AND THE NEED FOR CENTRALIZED TECHNICAL PROCESSING AND DISTRICT MATERIALS CENTERS. SOME OF THE SUGGESTED SOLUTIONS TO THESE PROBLEMS INVOLVE ACTION THROUGH PUBLIC POLICY WHILE OTHERS REQUIRE ACTION WITHIN THE SCHOOL LIBRARY PROFESSION. A BIBLIOGRAPHY OF 30 ITEMS IS APPENDED. (JB)

ED022571 RC000233
THE STATUS OF VOCATIONAL EDUCATION AT THE SECONDARY LEVEL IN APPALACHIA, SECOND DRAFT. 17 MAY 68, 49P.

A GENERAL DESCRIPTION OF VOCATIONAL EDUCATION PROGRAMS WITHIN THE SECONDARY SCHOOLS OF APPALACHIA, AND AN INDICATION OF WHERE THESE PROGRAMS CAN BE STRENGTHENED TO MAKE THE INSTRUCTIONAL OFFERINGS RELEVANT TO THE JOBS AVAILABLE TO APPALACHIAN SECONDARY SCHOOL STUDENTS ARE DISCUSSED. MANPOWER SUPPLY IS EXAMINED BY ENUMERATING ENROLLMENTS IN THE VOCATIONAL CATEGORIES OF AGRICULTURE, DISTRIBUTION, HEALTH, HOME ECONOMICS, OFFICE EDUCATION, TECHNICAL EDUCATION, AND TRADES AND INDUSTRY. MANPOWER NEEDS OF THE AREA ARE PROJECTED TO 1975. FEDERAL, STATE, AND LOCAL FINANCIAL SUPPORT OF VOCATIONAL EDUCATION ARE EVALUATED. STATISTICAL DATA ARE INCLUDED TO SUPPORT THE NARRATIVE. CONCLUSIONS AND RECOMMENDATIONS ARE MADE. (SW)

ED022576 RC000350
DESIGNING EDUCATION FOR THE FUTURE. NUMBER 2, IMPLICATIONS FOR EDUCATION OF PROSPECTIVE CHANGES IN SOCIETY. MORPHET, EDGAR L., ED.; RYAN, CHARLES O., ED., MAY 67, 334P.
DOCUMENT NOT AVAILABLE FROM EDRS.

IN AN EFFORT TO DETERMINE THE MAJOR IMPLICATIONS OF PROJECTED SOCIAL CHANGE, THE DESIGNING EDUCATION FOR THE FUTURE PROJECT HAD LEADING EDUCATIONAL AUTHOR-

ITIES PREPARE 16 PAPERS AND 4 SUPPLEMENTARY STATEMENTS FOR ITS SECOND CONFERENCE. THESE PAPERS WERE DIRECTED PRIMARILY TOWARDS EXPANDING THE EDUCATIONAL IMPLICATIONS OF THOSE PAPERS PRESENTED IN THE FIRST CONFERENCE, WHICH DEALT WITH THE GENERAL PROSPECTIVE SOCIETAL CHANGES OF THE 1980'S. AMONG AREAS DISCUSSED WERE SCOPE AND ORGANIZATION OF EDUCATION, PROJECTED EDUCATIONAL PROGRAMS, COMPENSATORY EDUCATION, COMMUNITY COLLEGES, ADULT EDUCATION, HIGHER EDUCATION, AND RESEARCH AND DEVELOPMENT. RELATED DOCUMENTS ARE RC 000 348, RC 000 359, AND ED 018 008. (DK)

ED022581 RC001281
RURAL YOUTH IN CRISIS: FACTS, MYTHS, AND SOCIAL CHANGE. 63, 393P.
HC NOT AVAILABLE FROM EDRS.

PRESENTED ARE CONDENSED VERSIONS OF BACKGROUND PAPERS FOR THE NATIONAL CONFERENCE ON PROBLEMS OF RURAL YOUTH IN A CHANGING ENVIRONMENT HELD IN STILLWATER, OKLAHOMA, ON SEPTEMBER 22-25, 1963.

ED022584 RC001737
AN ANALYSIS OF THE OTEGO-UNADILLA CENTRAL SCHOOL DISTRICT REORGANIZATION WITH EMPHASIS ON THE FUNCTIONAL AND LEGAL CONTROL OF THE STATE EDUCATION DEPARTMENT. A CASE STUDY. JAN 67, 30P.

AN ANALYSIS PRESENTS THE MANY FACTORS WHICH ENTER INTO THE PROCESS OF REORGANIZING TWO CENTRAL SCHOOL DISTRICTS INTO A LARGER, MORE EFFECTIVE DISTRICT. THE ANALYSIS FOLLOWS THE TWO DISTRICTS THROUGH THE REORGANIZATION PROCEDURE AND INTO RESULTING ADMINISTRATIVE AND FINANCIAL PROBLEMS. THE INVOLVEMENT AND INFLUENCE OF THE STATE EDUCATION DEPARTMENT DURING REORGANIZATION ARE POINTED OUT. AN HISTORICAL DEVELOPMENT OF SCHOOL DISTRICT REORGANIZATION IN NEW YORK STATE IS ACCOMPANIED BY A CHRONOLOGICAL LISTING OF LEGISLATION AND ITS EFFECT ON DISTRICTS. BY INTRODUCING THE RELATIONSHIPS AMONG SCHOOL DISTRICTS, THE DISTRICT SUPERINTENDENT, THE STATE EDUCATION DEPARTMENT, AND LOCAL GOVERNMENTS, ALONG WITH THE ELEMENTS OF PUBLIC SUPPORT AND LAY-COMMITTEE INVOLVEMENT, THIS STUDY BRINGS OUT MUCH OF THE INTERACTION WHICH TAKES PLACE DURING REORGANIZATION. A BIBLIOGRAPHY IS INCLUDED. (SW)

ED022585 RC002490
FINANCING EDUCATION FOR OUR CHANGING POPULATION, BASED UPON PROCEEDINGS OF THE FOURTH NATIONAL SCHOOL FINANCE CONFERENCE (ST. LOUIS, APRIL 27-28, 1961). 28 APR 61, 110P.
DOCUMENT NOT AVAILABLE FROM EDRS.

THE PAPERS ASSEMBLED IN THIS REPORT WERE PRESENTED TO THE FOURTH NATIONAL CONFERENCE ON SCHOOL FINANCE, WHICH WAS HELD IN ST. LOUIS, MISSOURI, ON APRIL 27-28, 1961, AND WAS SPONSORED BY THE NEA COMMITTEE ON EDUCATIONAL FINANCE. THE THEME CHOSEN FOR THE CONFERENCE WAS IMPLICATIONS OUR RAPID POPULATION CHANGES WILL HAVE FOR SCHOOL FINANCE. THE REPORT PRESENTS PAPERS CONCERNING POPULATION STATISTICS AND THEIR RELATION TO PUBLIC FINANCE IN GENERAL AND SCHOOL FINANCE IN PARTICULAR

ED022587 RC002551
STATEWIDE PLANNING FOR PROGRAMS IN EDUCATION, ALASKA STATE DEPARTMENT OF EDUCATION. [68], 40P.

THE PROJECTED CHANGES IN SOCIETY BY 1980 AND THEIR IMPLICATIONS FOR EDUCATION, GOVERNMENT, AND SOCIETY (AS ANTICIPATED BY THE EIGHT-STATE STUDY) FORM A BACKDROP FOR THIS PROPOSED PROJECT OF STATE-WIDE PLANNING IN ALASKA. STRESS IS PLACED ON THE DEVELOPMENT OF A STRONG STATE DEPARTMENT OF EDUCATION AS AN INTEGRAL PART OF THE CONCEPT OF CREATIVE FEDERALISM (A PARTNERSHIP IN WHICH FEDERAL, STATE, AND LOCAL SCHOOL INTERESTS OPERATE AS EQUALS, EACH ASSUMING THE RESPONSIBILITY TO PERFORM THE EDUCATIONAL FUNCTIONS THAT CAN BE MOST APPROPRIATELY DEALT WITH AT THAT LEVEL). IT IS PROJECTED THAT THROUGH THE IMPLEMENTATION OF A STATE-WIDE PROGRAM OF INDIVIDUALIZED INSTRUCTION THE VARIOUS AGENCIES OF THE STATE DEPARTMENT COULD BE WELDED INTO A UNITED FORCE TO MEET THE PROBLEMS OF LOCAL SCHOOL DISTRICTS AND EVENTUALLY DEVELOP A PROGRAM OF TOTAL PLANNING AND COOPERATION FOR LOCAL AND STATE AGENCIES. (DK)

ED022590 RC002586
ROLE PERFORMANCE OF SELECTED INDIVIDUALS AND GROUPS IN SCHOOL BOND ELECTIONS. HARTMAN, JOHN J.; BEAL, GEORGE M., 24 AUG 68, 21P.

SUBMISSION TO THE ELECTORATE OF PROPOSED BOND ISSUES IS A METHOD WIDELY USED IN THE UNITED STATES AT THE LOCAL SCHOOL DISTRICT LEVEL TO RAISE LARGE SUMS OF CAPITAL. WHILE CONTAINING VARIED SUGGESTIONS AND RECOMMENDATIONS OF METHODS AND PROCESSES FOR DISTRICTS TO USE IN ATTAINING THEIR PROPOSALS, THE LITERATURE FOR THE MOST PART ENCOURAGES LAY GROUP PARTICIPATION, IN ORDER TO INVOLVE AS MANY PEOPLE AS POSSIBLE IN THE ACTIVITY. THIS PAPER PRESENTS A STUDY OF ROLE PERCEPTIONS BY 195 IOWA SUPERINTENDENTS OF THE VARIOUS GROUPS AND INDIVIDUALS (SUPERINTENDENT, SUPERINTENDENT-BOARD, BOARD, LAY COMMITTEE, AND CONSULTANTS) INVOLVED IN BOND ELECTIONS. THE RESULTS DO NOT SUPPORT THE CONTENTION THAT INVOLVEMENT OF LARGE NUMBERS OF INDIVIDUALS INCREASES THE PROBABILITY OF BOND PASSAGE. AS PERCEIVED BY THE SUPERINTENDENTS, A COOPERATIVE EFFORT BETWEEN THE SUPERINTENDENT AND THE BOARD OF EDUCATION WAS THE MOST EFFECTIVE METHOD OF ENSURING SCHOOL BOND PASSAGE. (DK)

ED022605 RC002652
OUTDOOR EDUCATION, ACTION MODEL. [67], 14P.

AN OUTDOOR EDUCATION PROGRAM IS DESCRIBED WHICH HAS THE PHILOSOPHY THAT A DIRECT EXPERIENCE IS BETTER THAN A VICARIOUS ONE, AND THAT THE EFFICIENCY OF EDUCATION IS INCREASED IN DIRECT PROPORTION TO THE AMOUNT OF DIRECT EXPERIENCE. AN HISTORICAL BACKGROUND WHICH INCLUDED PILOT PROGRAMS AND EXPERIMENTAL PROGRAMS IS DISCUSSED. FACILITIES, PHILOSOPHY OF THE OUTDOOR SCHOOL, STAFF, PROGRAM COSTS, STAFF ROLE, AND RELATED DEVELOPMENTS ARE ALSO CONSIDERED. ILLUSTRATIONS AND LONG-RANGE PLANS CONCLUDE THE DOCUMENT. A RELATED DOCUMENT IS RC 002 651. (SW)

ED022614 RC002681
INTERNATIONAL CONFERENCE ON PUBLIC EDUCATION, THE ONE-TEACHER SCHOOL (24TH, GENEVA, SWITZERLAND, 1961). 61, 254P.
DOCUMENT NOT AVAILABLE FROM EDRS.

QUESTIONNAIRES WERE SENT TO THE MINISTRIES OF EDUCATION IN 69 COUNTRIES TO OBTAIN INFORMATION ABOUT ONE-TEACHER SCHOOL SYSTEMS IN EACH RESPECTIVE COUNTRY. THE QUESTIONNAIRE WAS CONSTRUCTED TO PROVIDE INFORMATION ABOUT ADMINISTRATION, LENGTH OF SCHOOLING IN ONE-TEACHER SCHOOLS, ORGANIZATION OF SCHOOL WORK, CURRICULA AND METHODS, TEACHING STAFF, MISCELLANEOUS TOPICS, AND RELEVANT STATISTICAL INFORMATION. AN ANALYSIS OF RESPONSES TO THE QUESTIONNAIRE INDICATED THAT FOUR-FIFTHS OF THE COUNTRIES USED A ONE-TEACHER SCHOOL SYSTEM TO SOME EXTENT

ED022650 RE001419
A STATE LEGISLATES IMPROVEMENT IN READING AND THE MILLER-UNRUH ACT. 25 APR 68, 15P.

THE STATE'S ROLE IN READING INSTRUCTION IMPROVEMENT IN CALIFORNIA IS ILLUSTRATED BY THE MILLER-UNRUH READING ACT OF 1965 WHICH AIMS TO PREVENT AND CORRECT READING DISABILITIES AT THE ELEMENTARY SCHOOL LEVEL AND TO PROVIDE FUNDS AND SERVICES FOR SPECIAL READING INSTRUCTION. IT REQUIRES THAT THE STANFORD READING TEST BE GIVEN IN MAY EACH YEAR TO CHILDREN IN THE PRIMARY GRADES IN ALL SCHOOL DISTRICTS OF CALIFORNIA. FUNDS AND SERVICES SHOULD BE AWARDED ON THE BASIS OF GREATEST NEED AND LEAST FINANCIAL ABILITY. READING SPECIALISTS MUST BE NOMINATED AND MUST PASS AN EXAMINATION ON READING INSTRUCTION AND THEORIES FOR CERTIFICATION. THE DIFFERENT SCHOOL SYSTEMS, THE INITIATION OF CRASH PROGRAMS, THE ADOPTION OF PHONICS-ORIENTED TEXTBOOKS, STATEWIDE INTEREST IN READING INSTRUCTION, THE IMPROVEMENT AND GROWTH OF COLLEGE READING COURSES, THE IMPROVEMENT OF READING INSTRUCTION, AWARENESS OF INDIVIDUAL DIFFERENCES AND NEEDS, AND THE AVAILABILITY OF FUNDS TO NEEDY SCHOOLS ARE DISCUSSED IN RELATION TO THE ACT. (NS)

ED022726 SP001596
PARTNERSHIP IN TEACHER EDUCATION. SMITH, BROOKS E., ED.; AND OTHERS, 68, 307P.
HC NOT AVAILABLE FROM EDRS.

THIS PUBLICATION IS DESIGNED TO SERVE 3 PURPOSES: (1) IT IS A REPORT OF THE 1966 SUMMER WORKSHOP-SYMPOSIUM ON "SCHOOL-COLLEGE PARTNERSHIPS IN TEACHER EDUCATION," COSPONSORED BY THE PUBLISHERS, (2) IT PRESENTS ADDITIONAL THINKING NOT INCLUDED IN THAT PROGRAM OR WHICH HAS COME TO LIGHT SINCE, AND (3) IT SERVES AS A FOLLOW-UP TO 1964 AND 1965 STUDIES AS THIRD IN A SERIES DEVOTED TO HELPING THOSE INTERESTED IN TEACHER EDUCATION TO STAY ABREAST OF CHANGES AND TO BE PREPARED TO EXERCISE ENLIGHTENED LEADERSHIP. MOST OF THE 34 CONTRIBUTORS ARE UNIVERSITY-BASED ADMINISTRATORS OF TEACHER EDUCATION PROGRAMS. SECTION 1 PROVIDES BRIEF REFLECTIONS ON THE WORKSHOP-SYMPOSIUM, AND SECTION 2 PRESENTS MUCH OF THE CONFERENCE CONTENT.

ED022801 UD002150
CHANGING DEMANDS ON EDUCATION AND THEIR FISCAL IMPLICATIONS. 63, 115P.

IN EXPLORING THE ECONOMICS OF EDUCATION THIS REPORT DISCUSSES AND EXTENSIVELY QUOTES THE FINDINGS AND CONCLUSIONS OF RESEARCH DEALING WITH (1) THE DEMANDS OF MODERN TECHNOLOGY ON THE PUBLIC SCHOOLS, (2) THE RELATION OF EDUCATION TO INDIVIDUAL EARNINGS, (3) EDUCATION AS AN INVESTMENT IN HUMAN CAPITAL AND AS A FACTOR IN NATIONAL ECONOMIC GROWTH, (4) THE EFFECT OF EDUCATION ON PARTICULAR SEGMENTS OF PRODUCTION, (5) THE LOSSES TO THE INDIVIDUAL AND THE SOCIETY THAT RESULT FROM INADEQUATE SCHOOLING, (6) THE REQUISITES FOR DEVELOPING A PRODUCTIVE SYSTEM OF PUBLIC EDUCATION, (7) THE ADEQUACY OF PRESENT FINANCIAL SUPPORT OF THE SCHOOLS AND REQUIRED FUTURE EXPENDITURES, AND (8) NECESSARY FISCAL ACTION TO PROVIDE ADEQUATE FINANCING FOR THE SCHOOLS. ONE SECTION OF THE REPORT DEALS SPECIFICALLY WITH SCHOOL DROPOUTS. (EF)

ED022810 UD004415
THE DISADVANTAGED - CHALLENGE TO EDUCATIONAL REFORM: SOME POLICY CONSIDERATIONS. 28P.

THE GENERAL PERSPECTIVE SUGGESTED BY THIS PAPER IS FOR THE STATES TO CAPITALIZE ON THE "NEW" EDUCATIONAL MONEY MADE AVAILABLE TO THEM BY FEDERAL LEGISLATION TO ADOPT A STRATEGY FOR REFORMING ITS SCHOOLS WHICH INCLUDES (1) USING THE PROBLEM OF THE DISADVANTAGED AS THE MEANS FOR INITIATING WIDESPREAD REFORM FOR ALL CHILDREN, AND (2) MAKING INSTITUTIONAL CHANGE THE GENERAL CRITERION FOR INVESTING ANY NEW MONEY INTO EDUCATION. FROM THIS VANTAGE POINT THE PAPER DESCRIBES THE EDUCATIONAL AND STRUCTURAL CHANGES WHICH WOULD MAKE THE SCHOOLS CONSONANT WITH A DYNAMIC CONTEMPORARY SOCIETY AND WHICH WOULD PROVIDE A SYSTEM OF UNIVERSAL EDUCATION FROM PRESCHOOL THROUGH COLLEGE. DISCUSSED ARE SUCH ISSUES AS (1) THE ORGANIZATIONAL AND BUREAUCRATIC RIGIDITY OF THE MOST SCHOOL SYSTEMS, (2) THE IRRELEVANT CURRICULUM WHICH DOES NOT CONSIDER THE CONCERNS OF THE STUDENTS NOR THEIR CAREER DEVELOPMENT, (3) THE EDUCATIONAL MANPOWER NEEDS WHICH CAN BE PARTIALLY MET BY NONPROFESSIONAL AIDES, (4) THE IMPROVEMENT OF URBAN TEACHER PREPARATION, AND (5) THE PROBLEM OF SEGREGATION, DESEGREGATION, AND INTEGRATION. RECOMMENDATIONS FOR INSTITUTIONAL CHANGE ARE INCLUDED. (NH)

ED022826 UD005712
THE CHILD DEVELOPMENT CENTER: A PROGRAM TO PROVIDE CHILDREN "A HEAD START" IN LIFE AND IMPLICATIONS FOR PRIMARY EDUCATION. OCT 65, 9P.

A CHILD DEVELOPMENT CENTER (CDC) IS SAID TO REST ON FIVE BASIC TENETS--(1) A TEAM APPROACH, (2) INDIVIDUAL AND SMALL GROUP METHODS, (3) EMPHASIS ON A TOTAL DEVELOPMENTAL SETTING, (4) THE GREAT SIGNIFICANCE OF THE EARLY YEARS OF CHILDHOOD, AND (5) THE CONCEPT OF CONTINUITY IN EXPERIENCE AND DEVELOPMENT. A CDC, AND ESPECIALLY ONE SERVING THE DISADVANTAGED, MUST THEREFORE OFFER A COMPREHENSIVE, INTERRELATED PROGRAM OF HEALTH AND SOCIAL SERVICES, FAMILY INVOLVEMENT AND EDUCATION, NUTRITION, EARLY CHILDHOOD EDUCATION, AND ASSESSMENT AND EVALUATION. AN INEXPERIENCED OR A SECONDARY SCHOOL TEACHER MIGHT BE A BETTER CHOICE FOR A CDC BECAUSE THE EXPERIENCED ELEMENTARY LEVEL TEACHER MAY BE MORE RESISTANT TO THE NEEDED INNOVATIONS AND CHANGE. AN EARLY CHILDHOOD CLASSROOM IS DIFFERENT FROM OTHER TYPES BECAUSE IT IS MORE LIKE A LABORATORY WHICH ENCOURAGES GUIDED SELF-LEARNING AND, WITH A LOWER ADULT-CHILD RATIO, PROVIDES MORE OPPORTUNITIES FOR GREATER ADULT SUPPORT. (NH)

ED022834 UD006421
HARD TIMES AND GREAT EXPECTATIONS SEP 67, 28P.

DESCRIBED IN THIS REPORT ARE THE PROBLEMS FACED BY THE ST. LOUIS PUBLIC SCHOOLS. FINANCING DIFFICULTIES, THE POVERTY OF ABOUT 70 PERCENT OF PUBLIC SCHOOL PUPILS, THE INADEQUACY OF STATE AID, THE SHORTAGE OF WELL-QUALIFIED TEACHERS, THE EXODUS OF WHITES TO THE SUBURBS, AND THE CONCENTRATION OF NEGROES IN THE INNER CITY ARE SOME OF THE ISSUES WHICH ARE NOTED. HOWEVER, IT IS POINTED OUT THAT FEDERAL AID, LEGISLATIVE EFFORTS FOR ADDITIONAL SUPPORT, FOUNDATION GRANTS, AND SOME INNOVATIVE PROGRAMS ARE HELPING TO IMPROVE EDUCATIONAL QUALITY IN THE SCHOOLS. ST. LOUIS IS ALSO TRYING TO INTEGRATE FACULTIES AND CLASSROOMS BY TEACHER ASSIGNMENT POLICIES AND BY BUSING AND FREE CHOICE TRANSFER PROGRAMS FOR STUDENTS. (NH)

ED022865 VT004275
VOCATIONAL AND TECHNICAL SCHOOL PROGRAMS OF SELECTED STATES. RESEARCH REPORT NO. 124. AUG 64, 26P.

IN RESPONDING TO QUESTIONNAIRES, 14 SOUTHERN STATES PROVIDED INFORMATION ABOUT THEIR SCHOOL PROGRAMS TO DETERMINE THE DESIRABILITY OF ESTABLISHING AN ACCELERATED VOCATIONAL-TECHNICAL SCHOOL PROGRAM. SOME OF THE FINDINGS WERE: (1) THE PRINCIPLE GOAL IS TRAINING AND RETRAINING INDIVIDUALS IN SKILLS SALABLE ON THE EMPLOYMENT MARKET, (2) THE CURRICULUMS DEPEND LARGELY UPON THE DEMANDS OF THE LOCALITY FOR TRAINED WORKERS, (3) THE TREND SEEMS TO BE TOWARD ESTABLISHING VOCATIONAL-TECHNICAL SCHOOLS WHICH WILL SERVE A PARTICULAR AREA OF THE STATE, (4) ALL OF THE STATES REPORTED SOME FORM OF VOCATIONAL-TECHNICAL PROGRAM BEING CONDUCTED, AND MANY REPORTED PLANS FOR EXPANSION AND IMPROVEMENT IN THE IMMEDIATE FUTURE, (5) WHILE EVERY STATE OFFERED VOCATIONAL EDUCATION AS PART OF ITS PUBLIC SCHOOL CURRICULUM, ONLY TWO USED HIGH SCHOOLS EXCLUSIVELY, (6) FIVE STATES OPERATED A SYSTEM OF JUNIOR COLLEGES, EIGHT OPERATED AREA VOCATIONAL-TECHNICAL SCHOOLS, AND THREE USED ALL THREE EDUCATIONAL SYSTEMS, AND (7) OPERATIONAL EXPENDITURES RANGED FROM $300,000 PER YEAR IN ALABAMA TO $13 MILLION PER YEAR IN FLORIDA. BOTH A GENERAL SUMMARY OF PROGRAMS OF ALL THE STATES STUDIED AND STATE-BY-STATE SUMMARIES ARE PRESENTED. (MM)

ED022892 VT005156
HOLDING POWER: LARGE CITY SCHOOL SYSTEMS. 64, 78P.
HC NOT AVAILABLE FROM EDRS.

FINDINGS ARE PRESENTED FROM A QUESTIONNAIRE SURVEY OF SELECTED STATISTICS OF PUPIL ENROLLMENT, NUMBER OF HIGH SCHOOL GRADUATES IN 1963, PERCENT OF STUDENTS GRADUATING BASED ON GRADE 10 ENROLLMENT, AND CERTAIN CHARACTERISTICS, SUCH AS ORGANIZATION, COMPULSORY SCHOOL AGE, PUPIL MOBILITY, FREE TEXTBOOKS, AND FREE KINDERGARTENS OF LARGE CITY SCHOOL SYSTEMS. THE MAJOR EMPHASIS OF THE REPORT IS ON SCHOOL HOLDING POWER. RETURNS WERE RECEIVED FROM 128 CITIES, REPRESENTING 96 PERCENT OF THE TOTAL POPULATION OF CITIES OVER 90,000 AND 27 PERCENT OF THE NATIONAL POPULATION ACCORDING TO THE 1960 CENSUS DATA. FINDINGS INCLUDED: (1) FOUR-FIFTHS OF THE SCHOOL SYSTEMS WERE ORGANIZED ON A 6-3-3 BASIS, (2) THE MEDIAN NUMBER OF YEARS OF COMPULSORY SCHOOL ATTENDANCE WAS 9 YEARS, (3) FORTY OF THE SCHOOL SYSTEMS HAD SEPARATE VOCATIONAL HIGH SCHOOLS, AND HALF INDICATED A GAIN IN HOLDING POWER FOR VOCATIONAL SCHOOLS IN THE PERIOD 1960-63, (4) THE HOLDING POWER RATE IN 1963 OF THE COMBINED PUBLIC SCHOOL SYSTEMS IN THE 128 CITIES WAS 70.8 PERCENT BASED ON GRADE 10 ENROLLMENT, (5) 51 PERCENT OF THE PUPILS WHO WERE ENROLLED IN GRADE 10 IN VOCATIONAL HIGH SCHOOLS IN 1960 GRADUATED IN 1963, (6) THE GREATEST PUPIL LOSS IN BOTH VOCATIONAL SCHOOLS AND ALL SYSTEMS OCCURRED AT GRADE 10, AND (7) HOLDING POWER RATES WERE INVERSELY PROPORTIONAL TO CITY SIZE--THE LARGER THE CITY, THE LOWER THE HOLDING POWER. (PS)

ED022908 VT005797
EDUCATIONAL IMPLICATIONS OF TECHNOLOGICAL CHANGE. TECHNOLOGY AND THE AMERICAN ECONOMY, APPENDIX, VOLUME IV. FEB 66, 149P.

THREE STUDIES DEALING WITH THE EDUCATIONAL IMPLICATIONS OF TECHNOLOGICAL CHANGE ARE PRESENTED. "THE APPLICATION OF COMPUTER TECHNOLOGY TO THE IMPROVEMENT OF INSTRUCTION AND LEARNING" BY DON D. BUSHNELL, RICHARD DEMILLE, AND JUDITH PURL IS BASED ON 35 RESEARCH AND DEVELOPMENT PROGRAMS INVOLVING COMPUTER TECHNOLOGY. THEIR GENERAL THESIS IS THAT CURRENT EDUCATIONAL USE OF COMPUTERS IS FOR ADMINISTRATIVE AND LOGISTICAL CONTROL PURPOSES BUT THE FUTURE POTENTIAL OF SUCH APPLICATIONS WILL BE IN INSTRUCTIONAL ACTIVITIES. "THE EMERGING TECHNOLOGY OF EDUCATION" BY JAMES D. FINN REVIEWS RELATED LITERATURE, IDENTIFIES TRENDS, AND DISCUSSES IMPLICATIONS OF TECHNOLOGY FOR EDUCATION. GABRIEL D. OLFIESH MAKES "A PROPOSAL FOR A NATIONAL RESEARCH AND DEVELOPMENT PROGRAM IN EDUCATIONAL TECHNOLOGY FOR AMERICAN EDUCATION." A SERIES OF EIGHT PAPERS BY THE STAFF OF THE COLLEGE OF EDUCATION, UNIVERSITY OF IOWA, PRESENTS AN ANALYSIS OF NUMEROUS IMPLICATIONS WHICH TECHNOLOGICAL CHANGE HAS FOR EDUCATION. OTHER APPENDIXES TO VT 003 962 ARE VT 003 960, VT 003 961, AND VT 005 794-VT 005 796. (EM)

ED022975 AA000318
SURVEY AND ANALYSES OF RESULTS FROM TITLE I FUNDING FOR COMPENSATORY EDUCATION. FINAL REPORT. 1 MAR 68, 227P.

THE AIM OF THE STUDY WAS TO PROVIDE THE DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE WITH EVIDENCE AS TO THE PRODUCTIVITY OF COMPENSATORY EDUCATION (CE) PROGRAMS FOR DISADVANTAGED CHILDREN, PARTICULARLY THE EFFECTS OF TITLE I OF THE ELEMENTARY AND SECONDARY ACT OF 1965 DURING ITS FIRST YEAR AND A HALF. DATA WERE COLLECTED ON PUPIL PERFORMANCE AND EXPOSURE TO CE IN 11 SCHOOL DISTRICTS (132 SCHOOLS)

ED023021 AC002673
SPECIAL EDUCATION. 63, 52P.

AS PART OF AN ANNOTATED BIBLIOGRAPHY ON HUMAN RESOURCE DEVELOPMENT THROUGH EDUCATION AND TRAINING, THIS SECTION CONTAINS REFERENCES TO LITERATURE ON ADULT AND FUNDAMENTAL EDUCATION, LITERACY EDUCATION, COMMUNITY DEVELOPMENT, COOPERATIVE EDUCATION, EXTENSION WORK, RURAL EDUCATION, SUPERVISORY AND MANAGEMENT EDUCATION, AND VOCATIONAL AND INDUSTRIAL TRAINING. MOST REFERENCES ARE DATED 1949-61. PROGRAMS IN DEVELOPING NATIONS AND IDEAS ADAPTABLE TO NEWLY INDUSTRIALIZING AREAS ARE EMPHASIZED. (AJ)

ED023120 CG002978
EXTRA PAY FOR EXTRA DUTIES, 1967-1968. 68, 70P.
DOCUMENT NOT AVAILABLE FROM EDRS.

THE PRACTICE OF ADDING SUPPLEMENTS TO TEACHERS' SALARIES FOR THE GUIDANCE OF PUPIL-PARTICIPATING EXTRACURRICULAR ACTIVITIES IS WIDELY USED. TO MEET THE DEMAND FOR INFORMATION ON "EXTRA PAY FOR EXTRA DUTIES," A COMPREHENSIVE STUDY WAS MADE, INCLUDING EXTRA PAY FOR EXTRA DUTIES OF BOTH ATHLETIC AND NONATHLETIC ACTIVITIES. INCLUDED ARE ONLY THOSE ACTIVITIES WHICH OCCUR FREQUENTLY ENOUGH FROM SYSTEM TO SYSTEM TO JUSTIFY TABULATION OF MEANS AND MEDIANS. THE REPORT IS COMPRISED OF A BRIEF EXPLANATORY TEXT, SUMMARY TABLES, AND A SYSTEM-BY-SYSTEM LISTING OF REPORTING SYSTEMS. (IM)

ED023150 EA001565
BOARD MEMBERS, THE PUBLIC, AND FISCAL WELFARE OF SCHOOL DISTRICTS. NOV 67, 7P.

THE WAYS IN WHICH THE FOLLOWING THREE FACTORS INFLUENCE A LARGE-CITY SCHOOL DISTRICT'S "FISCAL PERFORMANCE" ARE INVESTIGATED: (1) THE EDUCATIONAL AND OCCUPATIONAL STATUS OF SCHOOL BOARD MEMBERS, (2) THE EFFECT OF PUBLIC VOTE ON THE BUDGET, AND (3) THE EFFECT OF THE SIZE OF THE SCHOOL DISTRICT. A REGRESSION OF CERTAIN BUDGET APPROVAL VARIABLES, SCHOOL DISTRICT SIZE, AND WEALTH AND CHARACTERISTICS OF SCHOOL BOARD MEMBERS WAS RUN ON 14 MEASURES OF FISCAL PERFORMANCE FOR A SAMPLE OF 529 SCHOOL DISTRICTS. SOME GENERAL CONCLUSIONS INCLUDE: (1) THE CONDITIONS WHICH THE LEGISLATURES IMPOSE UPON THE

LOCAL DISTRICTS INFLUENCE LOCAL FISCAL POLICY, (2) STATE REGULATIONS CONCERNING THE PROCESS OF BUDGET APPROVAL AFFECT THE FISCAL CAPABILITY OF SCHOOL DISTRICTS, (3) THE INFLUENCE OF SCHOOL DISTRICT SIZE HAS NOT BEEN CLARIFIED, (4) TAX LIMITATION COMBINED WITH FISCAL PERFORMANCE HAMPERS THE SCHOOL DISTRICT'S ABILITY TO COMPETE ECONOMICALLY WITH OTHER AGENCIES RELYING UPON PUBLIC SUPPORT, AND (5) A FORM OF FISCAL DEPENDENCE WITHOUT TAX LIMITATION APPEARS TO BE THE BEST PRESENT METHOD OF REGULATING THE FISCAL POWERS OF LARGE-CITY SCHOOL BOARDS. (HW)

ED023151 EA001566
TESTING THE COST YARDSTICK IN COST-QUALITY STUDIES. NOV 67, 5P.

TO DISCOVER HOW COSTS AFFECT QUALITY, 16 DIFFERENT METHODS OF COMPUTING EDUCATIONAL COSTS ARE DEVELOPED AND CORRELATED WITH A CLUSTER OF "QUALITY RELATED" FACTORS (QRC). DATA FOR THE CORRELATION WERE OBTAINED FROM 1,055 CITY SCHOOL DISTRICTS IN 48 STATES. THE QRC IS COMPOSED OF STAFFING ADEQUACY VARIABLES, MEASURES OF TEACHER QUALITY, AND PROVISIONS FOR INSTRUCTIONAL MATERIALS. TO STUDY THE EFFECT OF USING VARIOUS WEIGHTING FACTORS IN COST-QUALITY STUDIES, THE 16 EXPENDITURE YARDSTICKS WERE SUBJECTED TO WEIGHTING WHICH COMPENSATED FOR SECONDARY ADA FIGURES. THE BEST PREDICTOR OF EDUCATIONAL QUALITY WAS TOTAL EXPENDITURES LESS CAPITAL OUTLAY AND TRANSPORTATION

ED023152 EA001567
NEW LIGHT ON THE SIZE QUESTION. FEB 66, 7P.

THE EFFECTS OF SCHOOL SIZE, FISCAL INDEPENDENCE, FISCAL DEPENDENCE, PUBLIC VOTE, AND TAX LIMITATION ON 11 MEASURES OF EDUCATIONAL QUALITY ARE INVESTIGATED. DATA OBTAINED FROM 1,222 CITY SCHOOL DISTRICTS ARE ANALYZED STATISTICALLY. THE DATA SUBSTANTIATE THE CONCLUSIONS OF PREVIOUS OBSERVERS THAT EXCESSIVE SCHOOL DISTRICT SIZE REDUCES THE EFFECTIVENESS OF ADMINISTRATION IN DEVELOPING AND MAINTAINING AN ADEQUATE PROGRAM OF EDUCATION. THE CRITICAL POINT OF SIZE VARIES SOMEWHAT DEPENDING UPON THE QUALITY FACTOR IN QUESTION. THE MAJOR CONCLUSION IS THAT FISCALLY INDEPENDENT SCHOOL DISTRICTS OUTPERFORM FISCALLY DEPENDENT SCHOOL DISTRICTS. PUBLIC VOTE DISTRICTS EXHIBIT A FISCAL PERFORMANCE THAT IS SUPERIOR BOTH TO DEPENDENT DISTRICTS AND TO INDEPENDENT DISTRICTS WITHOUT PUBLIC VOTE. DISTRICTS WITH A TAX LIMITATION AND FISCALLY DEPENDENT DISTRICTS PERFORM EQUALLY WELL. (HW)

ED023153 EA001575
TWO REFERENCE SYSTEMS FOR SCHOOL QUALITY ANALYSIS. FEB 67, 6P.

THIS PAPER COMPARES KEY FINANCIAL MEASURES OF THE METROPOLITAN SCHOOL STUDY COUNCIL (MSSC) WITH THOSE OF THE ASSOCIATED PUBLIC SCHOOL SYSTEMS (APSS) TO OBTAIN DATA RELATIVE TO SCHOOL SYSTEM QUALITY. THE OBJECTIVES OF THE DISCUSSION ARE (1) TO DESCRIBE THE 11 YEAR TREND FROM 1955-56 TO 1965-66 FOR EACH GROUP ON MEASURES OF NET CURRENT EXPENDITURE PER PUPIL, AVERAGE TEACHER SALARY, NUMERICAL STAFFING ADEQUACY, EQUALIZED PROPERTY VALUATION, STATE AID, AND TAX RATES ON EQUALIZED PROPERTY VALUATION

ED023154 EA001576
SCHOOL BOARD MEMBER CHARACTERISTICS AND FISCAL RESPONSIBILITY. VINCENT, WILLIAM S.; BERNARDO, CHARLES M., FEB 67, 8P.

AN ATTEMPT IS MADE TO JUDGE CHARACTERISTICS AFFECTING A SCHOOL DISTRICT'S FISCAL PERFORMANCE BY CONDUCTING A FACTOR ANALYSIS ON 74 VARIABLES HAVING FACTOR LOADINGS OF .30 OR GREATER. THE 16 FACTORS STUDIED (CONTAINING THE 74 VARIABLES) INCLUDE MANY FACETS OF SCHOOL BOARD FISCAL POLICY AND INFORMATION ON THE KINDS OF PEOPLE WHO MAKE THE POLICIES. TWO BASIC CONCLUSIONS NOTED ARE THAT THE BOARD MEMBER VARIABLE AND, TO A LESSER EXTENT, THE EQUALIZATION OF AID VARIABLE ARE INFLUENTIAL IN DETERMINING FISCAL RESPONSIBILITY. (HW)

ED023155 EA001600
ALTERNATIVE MEASURES OF FISCAL REDISTRIBUTION: GROSS VS. NET AID. BARKIN, DAVID; LEGLER, JOHN, APR 68, 16P.

THIS STUDY ATTEMPTS TO DESIGN A GRANT-IN-AID SCHEME INCORPORATING TRANSFER OF RESOURCES IN A MANNER WHICH COMPENSATES FOR DIFFERENCES IN THE ABILITY OF THE SUBORDINATE GOVERNMENT UNITS TO FINANCE DESIRABLE SERVICE LEVELS (EQUALIZATION). RESULTS INDICATE THAT WHERE THE BULK OF STATE AID-TO-EDUCATION FUNDS ARE DISTRIBUTED THROUGH FLAT GRANTS BASED ON THE NUMBER OF STUDENTS IN A DISTRICT, A MILD REDISTRIBUTIVE IMPACT IS EVIDENT. THE REDISTRIBUTIVE EFFECT CAN BE INCREASED MARKEDLY BY ELIMINATION OF THE FLAT GRANT AND BY DISTRIBUTING ALL FUNDS ON THE BASIS OF THE ABILITY OF EACH DISTRICT TO SUPPORT EDUCATION. IT IS SUGGESTED THAT CONSIDERATION OF BOTH THE SCHOOL DISTRICT'S ABILITY TO PAY FOR ITS EDUCATIONAL NEEDS AND THE CONTRIBUTION IT MAKES TO THE STATE'S FUND FOR AID TO EDUCATION WOULD RESULT IN AN EQUALIZING FORMULA THAT COULD MORE WIDELY DISTRIBUTE THE BURDEN OF FINANCING A STATE AID-TO-EDUCATION PROGRAM. THE APPROACH NEED NOT BE LIMITED TO STATE AID TO EDUCATION AS IT IS CAPABLE OF GENERAL APPLICATION TO INTERGOVERNMENTAL GRANTS WHERE REDISTRIBUTION IS AN IMPORTANT FEATURE. (TT)

ED023156 EA001601
THE INTERNAL ORGANIZATION OF JUNIOR HIGH SCHOOLS FOR INSTRUCTION. JUN 68, 150P.

AN ANALYSIS OF THE INTERNAL ORGANIZATION OF INNOVATIVE SECONDARY SCHOOLS WAS DEVELOPED FROM QUESTIONNAIRE RESPONSE DATA SUPPLIED BY THE PRINCIPALS OF 121 JUNIOR HIGH, INTERMEDIATE, AND MIDDLE SCHOOLS IN 35 STATES. CRITERIA FOR COMPARISON AND EVALUATION WERE BASED PRIMARILY ON RELATED RESEARCH AND GENERAL ORGANIZATIONAL LITERATURE. THE STUDY FOUND THAT THE POSITION OF DEPARTMENT HEAD IS THE DOMINANT ORGANIZATIONAL POSITION AND IS USED EXTENSIVELY BY THE PRINCIPAL TO UPGRADE INSTRUCTION. OF GROWING IMPORTANCE ARE A NUMBER OF SECONDARY POSITIONS, INCLUDING TEACHERS' ADVISORY COUNCILS, CURRICULUM COORDINATORS, AND INTERSUBJECT INSTRUCTIONAL TEAMS. SCHOOLS WITH A PUPIL-TEACHER RATIO OF 20:1 AND UNDER WERE MORE INNOVATIVE AND HAD MORE ADMINISTRATIVE POSITIONS THAN THOSE WITH A HIGHER RATIO. SUPPORTING DATA ARE COMPARED ON A PERCENTAGE BASIS IN 29 TABLES. FINDINGS ARE ILLUSTRATED BY ORGANIZATIONAL CHARTS FOR 15 REPRESENTATIVE SCHOOLS AND A PROTOTYPE ORGANIZATIONAL CHART. A BIBLIOGRAPHY OF 58 ITEMS RELATED TO ADMINISTRATION, MANAGEMENT, AND ORGANIZATION IS APPENDED. (JK)

ED023158 EA001612
ORGANIZATIONAL CLIMATE AND THE ADOPTION OF EDUCATIONAL INNOVATION. MAR 68, 112P.

IN A STUDY TO DETERMINE FACTORS WHICH CAUSE OR INHIBIT CHANGE IN A SCHOOL ORGANIZATION, 30 SCHOOLS IN FIVE WESTERN STATES WERE CLASSIFIED ACCORDING TO DEGREE OF INNOVATIVENESS AND ORGANIZATIONAL CLIMATE. CORRELATIONS WERE DETERMINED BY ANALYZING FOUR SELECTED VARIABLES: EXPENDITURES PER STUDENT, AGE OF STAFF, YEARS OF STAFF SERVICE, AND SIZE OF STAFF. THE STUDY REVEALED THAT, IN CONTRAST TO THE LEAST INNOVATIVE SCHOOLS, THE MOST INNOVATIVE SCHOOLS HAD OPEN CLIMATES, HIGHER EXPENDITURES PER STUDENT, LOWER AVERAGE AGE OF STAFF, FEWER NUMBER OF YEARS OF STAFF SERVICE, AND A LARGER PROFESSIONAL STAFF. A BIBLIOGRAPHY OF 44 ITEMS IS INCLUDED. (JK)

ED023161 EA001616
NEW DIMENSIONS IN LEADERSHIP. PROCEEDINGS OF THE CONVENTION OF THE NATIONAL SCHOOL BOARDS ASSOCIATION (DETROIT, MICHIGAN, MARCH 30-APRIL 2, 1968). 68, 90P.
DOCUMENT NOT AVAILABLE FROM EDRS.

THIS DOCUMENT CONTAINS SIX MAJOR ADDRESSES, THREE WORKSHOP PRESENTATIONS, THE TEXTS OF 25 RESOLUTIONS, AND A STATEMENT OF BELIEFS AND POLICIES ADOPTED BY ASSEMBLY DELEGATES. THE TITLES AND AUTHORS OF THE ADDRESSES ARE (1) "EDUCATION AND REAL LIFE," BEL KAUFMAN, (2) "EDUCATION AND THE URBAN CRISIS," CARL B. STOKES, (3) "NEW DIMENSIONS IN LEADERSHIP," HAROLD V. WEBB, (4) "SCHOOL BOARDS AND THE PROMISE OF AMERICA," MRS. LEONARD L. MANCUSO, (5) "INNOVATION INTERROGATION: THE NON-GRADED SCHOOL," B. FRANK BROWN, AND (6) "STATE GOVERNMENT EFFECTIVENESS IS ESSENTIAL," CALVIN L. RAMPTON. THE TITLES AND AUTHORS OF THE WORKSHOP PRESENTATIONS ARE (1) "CRISIS IN CITY SCHOOLS: WHOSE HEADACHE?," NORMAN DRACHLER, (2) "TEACHER POWER AND SCHOOL BOARD RESPONSE," WESLEY WILDMAN, AND (3) "SCHOOL BOARDS AND FEDERAL LEGISLATION," PAUL N. CARLIN. (JK)

ED023168 EA001638
EDUCATION DIRECTORY, 1967-68: PART 2, PUBLIC SCHOOL SYSTEMS. 68, 210P.
HC NOT AVAILABLE FROM EDRS.

THIS DIRECTORY OF PUBLIC ELEMENTARY-SECONDARY SCHOOL SYSTEMS LISTS ALPHABETICALLY BY STATE THE LOCAL SCHOOL SYSTEMS ENROLLING 300 OR MORE PUPILS IN THE UNITED STATES, ITS TERRITORIES, AND POSSESSIONS, SHOWING FOR EACH UNIT (1) NAME OF THE UNIT, (2) SUPERINTENDENT'S LOCATION, (3) ZIP CODE, (4) COUNTY NAME, (5) GRADE-SPAN (LOWEST AND HIGHEST GRADES TAUGHT IN THE SYSTEM), AND (6) TOTAL ENROLLMENT. A SEPARATE TABLE GIVES THE NAMES OF SUPERINTENDENTS OF SCHOOL SYSTEMS WITH ENROLLMENTS OF 10,000 OR MORE. ALSO INCLUDED ARE FOUR SUMMARY TABLES SHOWING DISTRIBUTIONS OF SCHOOL SYSTEMS BY STATE, ENROLLMENT, SIZE, AND GRADE-SPAN. (TT)

ED023169 EA001639
ABSTRACTS OF TECHNICAL NOTES. 16 MAY 68, 37P.

THIS DOCUMENT ABSTRACTS 57 TECHNICAL NOTES OF THE DIVISION OF DATA ANALYSIS AND DISSEMINATION OF THE NATIONAL CENTER FOR EDUCATIONAL STATISTICS WHICH WERE PREPARED BETWEEN MAY 1966 AND APRIL 1968. AMONG TOPICS DISCUSSED ARE STATISTICAL METHODS, PROGRAM BUDGETING, OPERATIONS ANALYSIS, STUDENT ACHIEVEMENT, COST EFFECTIVENESS, EDUCATIONAL PLANNING, SCHOOL DROPOUT PROBLEMS, STUDENT TEACHING, SCHOOL DEMOGRAPHY, URBAN EDUCATION, OCCUPATION STUDIES, AND THE EDUCATIONAL OPPORTUNITIES SURVEY. THIS DOCUMENT SUPERSEDES ED 016 281. (TT)

ED023171 EA001664
METHODS AND STATISTICAL NEEDS FOR EDUCATIONAL PLANNING. 67, 358P.

THIS HANDBOOK WAS COMPILED TO ASSIST OECD MEMBER COUNTRIES IN THE LONG TERM DEVELOPMENT OF THEIR EDUCATIONAL STATISTICS AND TO PROVIDE THEM WITH A BASIS OF COMPARISON FOR THE COLLECTION OF INTERNATIONALLY COMPARABLE STATISTICS USEFUL TO EDUCATIONAL PLANNERS. RECENT METHODOLOGICAL APPROACHES TO LONG TERM PLANNING ARE ALSO DISCUSSED. THE STATISTICS CONSIDERED ARE THOSE REQUIRED TO PROJECT IN THE MEDIUM AND LONG TERM THE MAIN MAGNITUDES IN THE EDUCATIONAL SYSTEM--PUPILS, GRADUATES, TEACHERS, BUILDINGS, COSTS, AND EXPENDITURES. THE CHAPTER HEADINGS PRESENT A CLEAR PICTURE OF EXACTLY WHICH ASPECTS OF EDUCATIONAL PLANNING ARE INCLUDED: (1) ELEMENTS OF AN EDUCATIONAL FLOW MODEL, (2) SOCIOLOGICAL ASPECTS, (3) MANPOWER RE-

QUIREMENTS, (4) AN INTEGRATED CONCEPTUAL FRAMEWORK, (5) THE COSTS OF EDUCATION--METHODS OF ANALYSIS AND PROJECTION, (6) A STATISTICAL TABULATION SCHEME, (7) THE COLLECTION AND PROCESSING OF DATA, (8) INTERNATIONAL COMPARISONS, AND (9) DIRECTIONS FOR FURTHER WORK. (HW)

ED023180 EA001677
INTERACTION BETWEEN SOCIETY AND EDUCATION IN CHICAGO. FINAL REPORT. HAVIGHURST, ROBERT J.; AND OTHERS, 30 JUN 68, 73P.
HC NOT AVAILABLE FROM EDRS.

THIS STUDY OF SOCIAL SYSTEMS IN CHICAGO HAS THREE OBJECTIVES: (1) TO EXPLORE THE INTERACTION OF THE EDUCATIONAL SYSTEM WITH THE SOCIAL STRUCTURE AND SOCIAL FORCES IN A MODERN METROPOLITAN AREA, (2) TO MAKE A HISTORICAL STUDY OF THE DEVELOPMENT OF EDUCATION IN A CITY EVOLVING DURING THE 20TH CENTURY, AND (3) TO DEVELOP A METHOD FOR A SOCIOHISTORICAL STUDY OF EDUCATION IN A COMPLEX COMMUNITY. THE FINDINGS ARE (1) THAT THE PUBLIC SCHOOLS ARE AN IMPORTANT ELEMENT IN THE LOCAL POLITICS OF CHICAGO, (2) THAT THE PUBLIC SCHOOLS HAVE BEEN INFLUENTIAL BOTH IN EDUCATIONAL POLICY AND IN RECEIVING FINANCIAL SUPPORT FROM THE BUSINESS MEN OF THE COMMUNITY, (3) THAT SEVERAL MAJOR CIVIC ORGANIZATIONS HAVE BEEN IMPORTANT FACTORS IN CERTAIN DECISIONS AFFECTING SCHOOLS, (4) THAT THE PUBLIC SCHOOLS HAVE BEEN BROUGHT INTO COOPERATION WITH NONEDUCATIONAL AGENCIES TO SOLVE SOCIAL PROBLEMS OF THE CITY, (5) THAT TEACHERS' ORGANIZATIONS HAVE BEEN ACTIVE SINCE 1900, (6) THAT THE PERSONALITIES OF CERTAIN INDIVIDUALS IN THE SCHOOL SYSTEM HAVE INFLUENCED EDUCATIONAL HISTORY, AND (7) THAT POPULATION MOVEMENTS HAVE INFLUENCED THE PUBLIC SCHOOLS. (HW)

ED023188 EA001688
A THREE-DIMENSIONAL PROGRAM ACCOUNT CLASSIFICATION SYSTEM FOR PUBLIC SCHOOLS. JUN 68, 21P.

THIS PAPER REVIEWS SOME OF THE WEAKNESSES IN THE PRESENT ACCOUNT CLASSIFICATION SYSTEM FOR PUBLIC SCHOOLS (THE MINIMUM FUNCTION-OBJECT ACCOUNT CLASSIFICATION SYSTEM) AND SUGGESTS A THREE-DIMENSIONAL EXPENDITURE CLASSIFICATION SYSTEM TO REPLACE IT. THESE THREE DIMENSIONS ARE: (1) THE "TYPE-OF-SCHOOL" DIMENSION WHICH CONSIDERS SUCH INFORMATION AS THE NUMBER AND TYPES OF SCHOOLS MAINTAINED AND THE AMOUNTS SPENT FOR EACH TYPE, (2) THE "FUNCTION-OBJECT" DIMENSION WHICH IS SIMILAR TO THE PRESENT SYSTEM BUT CONTAINS APPROPRIATE CHANGES, AND (3) THE "SCOPE-OF-SERVICE" DIMENSION WHICH SEGREGATES EXPENDITURES FOR THE MAJOR CATEGORICALLY AIDED PROGRAMS. THIS SUGGESTED SYSTEM RELATES REVENUES TO EXPENDITURES SO THAT THE NET COST TO UNRESTRICTED INCOME OF VOCATIONAL EDUCATION, COMPENSATORY EDUCATION, SPECIAL EDUCATION, AND PUPIL TRANSPORTATION IS EMPHASIZED. IN ADDITION TO SUPPLYING INFORMATION NEEDED BY LOCAL SCHOOL BOARDS, THE SYSTEM SUPPLIES INFORMATION NEEDED BY STATE LEGISLATURES AND CONGRESS CONCERNING ACTUAL COSTS OF AIDED PROGRAMS. (HW)

ED023194 EA001709
SALARY SCHEDULES FOR PRINCIPALS, 1967-68. PUBLIC-SCHOOL SALARIES SERIES. 68, 128P.
HC NOT AVAILABLE FROM EDRS.

THIS REPORT GIVES DETAILED INFORMATION ON MINIMUM AND MAXIMUM SALARIES SCHEDULED FOR SUPERVISING PRINCIPALS AT THE ELEMENTARY, JUNIOR HIGH, AND SENIOR HIGH SCHOOL LEVELS IN 652 REPORTING SCHOOL SYSTEMS WITH ENROLLMENTS OF 6,000 OR MORE. SUMMARY TABLES SHOWING AVERAGE AND MEDIAN MINIMUM AND MAXIMUM SCHEDULED SALARIES, SALARY RANGES AND DISTRIBUTIONS, AND RELATIONSHIP TO SCHEDULES FOR TEACHERS' SALARIES ARE INCLUDED, IN ADDITION TO A SYSTEM-BY-SYSTEM LISTING. (HW)

ED023196 EA001738
STATISTICS OF NONPUBLIC ELEMENTARY AND SECONDARY SCHOOLS 1965-66. 68, 56P.
HC NOT AVAILABLE FROM EDRS.

THIS REPORT PRESENTS IN TABULAR FORM A VARIETY OF STATISTICS ON 17,849 NONPUBLIC SCHOOLS FOR 1965-66. HIGHLIGHTS OF THE STUDY INCLUDE: (1) 13,243 SCHOOLS OFFERED ONLY ELEMENTARY GRADES, 2,509 OFFERED ONLY SECONDARY GRADES, AND 2,097 TAUGHT BOTH LEVELS, (2) NONPUBLIC ENROLLMENT INCREASED 10 PERCENT, FROM 5,736,000 TO 6,305,000, SINCE 1960-62, (3) 91 PERCENT OF THE NONPUBLIC ELEMENTARY SCHOOLS AND 78 PERCENT OF THE NONPUBLIC SECONDARY SCHOOLS WERE RELIGIOUSLY AFFILIATED, (4) 147,000 ELEMENTARY AND 76,000 SECONDARY SCHOOL TEACHERS WERE EMPLOYED IN THE NONPUBLIC SCHOOLS, AND (5) THE PUPIL-TEACHER RATIO OF THE NONPUBLIC SCHOOLS AVERAGED 33.5 FOR ELEMENTARY STUDENTS AND 18.1 FOR SECONDARY STUDENTS. (HW)

ED023197 EA001739
INSTRUMENT FOR EVALUATION OF TEACHER SALARY SCHEDULES, 1967-68. 67, 17P.
HC NOT AVAILABLE FROM EDRS.

THIS REPORT PRESENTS AN INSTRUMENT FOR THE EVALUATION OF TEACHER SALARY SCHEDULES. THE INSTRUMENT CONTAINS 10 TESTS, THE FIRST FIVE OF WHICH ARE CONCERNED WITH THE ADEQUACY OF DOLLAR AMOUNTS SCHEDULED, AND THE SECOND FIVE OF WHICH EVALUATE THE STRUCTURE OF THE SCHEDULE IN TERMS OF DESIRABLE PRACTICE. (HW)

ED023199 EA001827
ANNOTATED BIBLIOGRAPHY ON YEAR-ROUND SCHOOL PROGRAMS. WHITNEY, HOWARD, COMP.; PIELE, PHILIP, COMP., OCT 68, 10P.

THIS ANNOTATED BIBLIOGRAPHY IS A SELECTED LISTING OF 11 BOOKS AND PAMPHLETS, THREE DISSERTATIONS, AND 31 ARTICLES ON YEAR-ROUND SCHOOL PROGRAMS PUBLISHED SINCE 1962. THE DOCUMENTS LISTED EXPLORE THE EFFECTS ON COST AND EDUCATIONAL QUALITY OF (1) STAGGERED QUARTER PLANS, (2) QUARTER SYSTEM PLANS, (3) STAGGERED TRIMESTER PLANS, (4) SPLIT TRIMESTER PLANS, (5) TRIMESTER SYSTEM PLANS, (6) EXTENDED K TO 12 PLANS, AND (7) SUMMER SCHOOL PLANS, AS WELL AS GIVE SUGGESTIONS FOR IMPLEMENTING SUCH PLANS. (TT)

ED023244 EC003166
NEW HOPE FOR THE HANDICAPPED. 31 MAR 68, 14P.

THE DEDICATION SPEECH OF THE JOHN F. KENNEDY BY THE UNITED STATES COMMISSIONER OF EDUCATION GIVES TWO PRINCIPLES WHICH GUIDE FEDERAL EFFORTS IN PROVIDING SPECIAL HELP FOR EDUCATIONAL PROBLEMS COMMON TO ALL REGIONS AND IN SETTING PRIORITIES FOR FEDERAL INVESTMENT. FIVE PRIORITIES FOR FEDERAL FINANCIAL SUPPORT OF PROGRAMS FOR THE HANDICAPPED ARE DISCUSSED

ED023252 EF000090
A SUMMARY--THE ECONOMICS OF CARPETING AND RESILIENT FLOORING. AN EVALUATION AND COMPARISON. 66,
DOCUMENT NOT AVAILABLE FROM EDRS.

OF USE TO THOSE CONCERNED WITH THE ECONOMICS OF FLOORING SELECTION AND MAINTENANCE, THIS COMPARISON MAY PROVE USEFUL AS AN ESTIMATING GUIDE IN THE PREPARATION OF COST ESTIMATES FOR ANY FLOORING AREA WHERE ECONOMICS IS A FACTOR IN THE CHOICE OF MATERIALS. ALL COSTS ATTRIBUTED TO CARPET OR RESILIENT FLOORING HAVE BEEN OBTAINED EITHER BY SURVEY OR TIME AND MOTION STUDIES. THE TIME AND MOTION STUDY OBSERVATIONS OF MAINTENANCE OPERATIONS WERE MADE IN COOPERATING COMMERCIAL AND INSTITUTIONAL INSTALLATIONS IN THE PHILADELPHIA AREA, INCLUDING OFFICES, STORES, HOSPITALS, APARTMENTS, RESTAURANTS AND SCHOOLS. NINETEEN INSTALLATIONS WERE STUDIED REPRESENTING 151,200 SQ. FT. OF CARPET AND 366,700 SQ. FT. OF RESILIENT FLOORING. IT WAS FOUND THAT FREQUENCY (OR NUMBER OF TIMES EACH MAINTENANCE OPERATION IS PERFORMED) IS A FUNCTION OF THREE BASIC VARIABLES (1) TRAFFIC, (2) DESIRED APPEARANCE LEVEL, AND (3) TYPE OF AREA. THE WHARTON RESEARCH TEAM OFFERS TWO PRINCIPAL CONCLUSIONS--(1) RESILIENT FLOORING IS MORE ECONOMICAL THAN CARPET UNDER ALL ENVIRONMENTAL CONDITIONS STUDIED, ALTHOUGH THE DOLLAR COST DIFFERENCE IS HIGHLY DEPENDENT UPON THE CONDITIONS OF THE SPECIFIC APPLICATION, AND (2) A RATIONAL ECONOMIC DECISION BETWEEN CARPET AND RESILIENT FLOORING CAN BE BASED ALMOST ENTIRELY ON THE INITIAL COST AND SERVICE LIFE DIFFERENCES OF THE TWO MATERIALS. (RK)

ED023267 EF001990
SCHOOLS CAN BE GREEN ISLANDS. WILSON, RUSSELL E.; BROWN, JUNE S., APR 65, REPRINT FROM MICHIGAN EDUCATION JOURNAL, APRIL, 1965
DOCUMENT NOT AVAILABLE FROM EDRS.

SITE DEVELOPMENT IS APPROACHED FROM A NON TRADITIONAL VIEW. UTILIZATION OF THE NATURAL RESOURCES OF THE SITE LOCATION FOR INSTRUCTIONAL PROGRAMS, BROAD COMMUNITY USE, AND INCREASED NEIGHBORHOOD VALUES ARE DISCUSSED. OPPORTUNITIES FOR ENHANCED INSTRUCTIONAL PROGRAMS INCLUDE CONSERVATION EDUCATION, BOTANY, FORESTRY AND GEOLOGY. PLANNING SUGGESTIONS AND A CHECKLIST OF FEDERAL, STATE AND PRIVATE FUNDING AND ASSISTANCE SOURCES IN ACQUIRING AND DEVELOPING SCHOOL SITES IS PROVIDED. THE SCHOOL SITE IS VIEWED AS A LONG TERM PUBLIC RESOURCE INVESTMENT AND RECREATIONALLY DEVELOPED SCHOOL SITES OF AT LEAST 15 ACRES ARE RECOMMENDED AS THE MOST ECONOMICAL INVESTMENTS IN THE LONG RUN. (FO)

ED023282 EF002136
20 MILLION FOR LUNCH. MAR 68,
DOCUMENT NOT AVAILABLE FROM EDRS.

A COMPREHENSIVE TREATMENT OF SCHOOL LUNCH PROGRAMS AND FACILITIES DESIGNED TO AID SCHOOL ADMINISTRATORS IN THE PLANNING AND EVALUATION OF THEIR FOOD SERVICE FACILITIES. AN HISTORICAL PERSPECTIVE OF SCHOOL FOOD SERVICE PROGRAMS IS FOLLOWED BY DESCRIPTIONS OF THE IMPORTANT CONSIDERATIONS IN PLANNING AND EVALUATING A SCHOOL FOOD SERVICE PROGRAM. AMONG THE ITEMS DISCUSSED ARE MEAL TYPES AND MENU PLANNING, SERVING FACILITIES, PREPARATION SYSTEMS, FACILITIES DESIGN, OPERATING METHODS, CONTRACT FEEDING COSTS AND GUIDELINES, AND VOCATIONAL EDUCATION PROGRAMS. THE APPENDIX CONTAINS INFORMATION CONCERNING GOVERNMENT SUBSIDY PROGRAMS, SAMPLE MENUS, FOOD STANDARDS, FOOD PURCHASING GUIDELINES, AND A BIBLIOGRAPHY OF PAMPHLETS, BOOKS AND PERIODICALS. (NI)

ED023283 EF002147
PRELIMINARY PLANS PRESENTED FOR CONSTRUCTION OF JOHN F. KENNEDY SCHOOL AND COMMUNITY CENTER- 1966 BOND FUND PROJECT NO. PS42-62-785-7 AND NEIGHBORHOOD FACILITIES GRANT PROJECT NO. GA. N-7. [68], 12P.

A PROPOSED PROJECT WHICH IS A RESULT OF THE COOPERATIVE EFFORTS OF MANY AGENCIES IS DESCRIBED. THE PLANNED FACILITY WILL OFFER TO RESIDENTS OF THE COMMUNITY, A MULTITUDE OF NEEDED SERVICES WHICH HAVE NEVER BEEN BROUGHT TOGETHER UNDER ONE ROOF. THE CENTER WILL INCLUDE A MIDDLE SCHOOL OF GRADES SIX TO EIGHT FOR APPROXIMATELY 1,050 STUDENTS. THE PROJECT IS TO BE BUILT IN TWO PHASES DUE TO A CUT-BACK IN FEDERAL FUNDS. FINANCIAL DATA AS WELL AS SITE PLANS AND FLOOR PLANS ARE INCLUDED IN THE PAPER. (NI)

ED023290 EF002496
HIGH SCHOOL SIZE AND COST FACTORS. FINAL REPORT. MAR 68, 153P.

THE RELATIONSHIP OF PUBLIC HIGH SCHOOL PERFORMANCE TO EXPENDITURE PER PUPIL AND HIGH SCHOOL SIZE WAS EXAMINED. DATA FROM 775 PUBLIC HIGH SCHOOLS IN THE CONTINENTAL UNITED STATES GENERATED BY THE AMERICAN INSTITUTE FOR RESEARCH (PROJECT TALENT) WAS USED TO EVALUATE TWELVE POTENTIAL MEASURES OF HIGH SCHOOL PERFORMANCE. NINE OF THESE MEASURES WERE EITHER ACHIEVEMENT TESTS OR FACTOR SCORES BASED ON ALL TESTS. WHAT WERE JUDGED TO BE THE MOST IMPORTANT OF THESE OUTPUT MEASURES WERE THEN RELATED TO HIGH SCHOOL EXPENDITURE AND SIZE IN A SIMPLE MODEL OF THE EDUCATIONAL PROCESS IN WHICH PERFORMANCE OF PUPILS FROM SIMILAR SOCIO-ECONOMIC BACKGROUNDS WAS EXPLAINED BY A GENERAL INTELLIGENCE FACTOR SCORE, SCHOOL EXPENDITURE, SCHOOL SIZE, AND AN INDEX OF PUPIL SOCIO-ECONOMIC BACKGROUND. (RLP)

ED023300 EM000334
TECHNICAL REPORT ON TELE-COMMUNICATIONS. MAY 68, 78P.

TO PROVIDE BACKGROUND MATERIAL FOR THOSE INTERESTED IN TELE-COMMUNICATION IN EDUCATION AND FOR THOSE PLANNING TO IMPLEMENT SUCH PROGRAMS IN THEIR SCHOOLS, A RESEARCH STUDY WAS CONDUCTED TO GATHER INFORMATION FROM A VARIETY OF SOURCES INCLUDING EDUCATIONAL AND TECHNICAL EXPERTS, CONFERENCE PARTICIPATION, VISITS TO SCHOOLS CONDUCTING PROJECTS, AND THE RECENT LITERATURE IN THE FIELD. THE STUDY SURVEYS FIVE ASPECTS OF TELE-COMMUNICATION BEGINNING WITH THE ADVANTAGES AND UTILITY OF TELEVISION IN EDUCATION. TELE-COMMUNICATION SYSTEMS SUCH AS THE STANDARD RADIO FREQUENCY AND VIDEO DISTRIBUTION SYSTEMS, MICROWAVE DISTRIBUTION SYSTEMS, 2500 MEGACYCLE TELEVISION, AND DIAL ACCESS SYSTEMS ARE DISCUSSED. ALTERNATIVES SUCH AS AUDIO LEARNING LABORATORIES, TELELECTURES, FILMS, VARIOUS STILL PROJECTION TECHNIQUES, AND AUDIO-VISUAL-TUTORIAL SYSTEMS ARE CONSIDERED. SOME PROBLEMS IN PLANNING AND IMPLEMENTING A SYSTEM ARE DETAILED, AND APPROACHES TO SOLVING THEM ARE PROPOSED. FINALLY, THE TYPES OF AVAILABLE RESEARCH DATA AND SOME OF THE POTENTIALS FOR FUTURE TELE-COMMUNICATION USE ARE SURVEYED. EXTENSIVE APPENDICES LIST CURRENT TELEVISION PROJECTS, EQUIPMENT MANUFACTURERS, ORGANIZATIONS ASSOCIATED WITH EDUCATIONAL TELEVISION, CONSULTANTS AND EXPERTS IN THE FIELD, BASIC EQUIPMENT AND COSTS, AND SEVERAL BIBLIOGRAPHIES. THIS MATERIAL WAS DEVELOPED UNDER A TITLE III/ESEA GRANT. (MT)

ED023304 EM006827
FEDERAL-STATE RELATIONSHIPS. DEC 66, 43P.

THE FEDERAL COMMUNICATIONS COMMISSION IN 1938 SET ASIDE AM RADIO ASSIGNMENTS FOR FUTURE EDUCATIONAL STATIONS. IN THE 1960'S IT MADE ADDITIONAL ASSIGNMENTS FOR EDUCATION.

ED023391 JC680392
THE DEVELOPMENT OF MULTI-UNIT JUNIOR COLLEGES. MAY 68, 72P.

THIS PAPER SURVEYS THE TREND IN JUNIOR COLLEGE ORGANIZATION TOWARD THE MULTI-UNIT SYSTEM. IT HAS EVOLVED TO MEET THE NEEDS OF BOTH CROWDED METROPOLITAN AREAS, WHERE MANY PHYSICAL FACILITIES ARE REQUIRED, AND OF EXTENDED RURAL DISTRICTS, WHOSE SMALL POPULATION AND TAX SUPPORT REQUIRE CONSOLIDATION OF ADMINISTRATION. DEPENDING ON WHETHER AUTHORITY AND SUPPORTIVE SERVICES ARE CENTRALIZED OR DECENTRALIZED, SEVERAL FORMS OF OPERATION HAVE DEVELOPED: (1) A 1-COLLEGE, BRANCH-CENTERS MODEL, (2) A 1-COLLEGE, MULTI-CAMPUS MODEL, (3) A MULTI-CAMPUS DISTRICT MODEL, AND (4) A MULTI-COLLEGE, DISTRICT MODEL. A PARADIGM SHOWING THE RELATIONSHIP BETWEEN THESE MODELS REVEALS A CONTINUUM OF DEVELOPMENT FROM CENTRALIZED TO DECENTRALIZED AUTHORITY. THERE IS ALSO A POSITIVE CORRELATION BETWEEN THE AGE OF THE SYSTEM AND THE DEGREE OF AUTONOMY IN ITS UNITS. THERE ARE OVERLAPPING ELEMENTS IN ALL FOUR MODELS, OF COURSE, AND SYSTEMS UNDER UNIVERSITY CONTROL SHOW STILL ANOTHER VARIATION. PROBLEMS UNIQUE TO THE MULTI-UNIT SYSTEM ARE THAT ADMINISTRATIVE ORGANIZATION DIFFERS FROM THAT FOR A SINGLE INSTITUTION, ACCREDITATION MUST BE DETERMINED FOR THE WHOLE OR FOR EACH UNIT, MASTER PLANNING FOR PHYSICAL FACILITIES, FACULTY, FINANCING, AND EVERYDAY COMMUNICATION AND COORDINATION ARE ALL MORE COMPLEX, AND THE LOCATION AND EXTENT OF EDUCATIONAL SERVICES MUST BE FORESEEN WITH CONSIDERABLE CERTAINTY. THE WRITER WARNS THAT THE MULTI-UNIT SYSTEM CAN BRING EITHER ECONOMY AND EFFICIENCY OR CHAOS AND CONFUSION. (HH)

ED023443 LI001116
A DDC BIBLIOGRAPHY ON COST/BENEFITS OF TECHNICAL INFORMATION SERVICES AND TECHNOLOGY TRANSFER. JUL 68, 301P.
DOCUMENT NOT AVAILABLE FROM EDRS.

THIS BIBLIOGRAPHY IS A COMPILATION OF LITERATURE EXISTING IN BOTH THE GOVERNMENT AND PUBLIC SECTORS AND CONCERNING COST/BENEFITS OF TECHNICAL INFORMATION SERVICES AND TECHNOLOGY TRANSFER. NOT ONLY WAS THE COST-BENEFIT TO THE USER REFLECTED, BUT CONSIDERATION WAS GIVEN TO THE INITIAL COST OF INFORMATION COLLECTIONS, THE COST OF PROCESSING THE INFORMATION AND THE COST OF THE FLOW OF THIS INFORMATION TO THE USER. COST-BENEFIT WAS THEREFORE CONSIDERED AS A TRADE-OFF BETWEEN THE EXPENDITURES FOR PROCESSING SERVICES AND THE BENEFIT TO THE USER. TECHNOLOGY TRANSFER WAS CONSIDERED AS COMMUNICATION FROM ONE FIELD TO ANOTHER FOR PRACTICAL USE OF TECHNOLOGY. THE 218 UNCLASSIFIED-UNLIMITED REFERENCES ARE DIVIDED INTO TWO PARTS: TECHNICAL INFORMATION SERVICES AND TECHNOLOGY TRANSFER. EACH PART IS ARRANGED INTO FOUR SECTIONS BY SOURCE.

ED023463 PS001264
GUIDELINES FOR PLANNING PRESCHOOL PROGRAMS FOR EDUCATIONALLY DEPRIVED CHILDREN UNDER TITLE I OF THE ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965. 67, 27P.

THIS GUIDELINE BULLETIN WAS PREPARED TO ASSIST LOCAL SCHOOLS IN PLANNING AND IMPLEMENTING PRESCHOOL PROGRAMS FOR EDUCATIONALLY DEPRIVED CHILDREN. PROGRAM OBJECTIVES AND ORGANIZATION (INCLUDING TOPICS SUCH AS PUPILS, PERSONNEL, EVALUATION, PARENTAL INVOLVEMENT, AND RECORDS) ARE INCLUDED. THE GENERAL CHARACTERISTICS OF 4- AND 5-YEAR-OLDS AND THE EDUCATIONAL PROGRAM BEST SUITED FOR CHILDREN IN THIS AGE GROUP ARE DISCUSSED. A DESCRIPTION OF NEEDED SCHOOL FACILITIES AND AN EQUIPMENT COST ESTIMATE ARE ALSO GIVEN. (MS)

ED023491 RC000247
PROGRAM, FACILITIES, AND LEADERSHIP FOR OUTDOOR EDUCATION. MAY 60, 7P.
DOCUMENT NOT AVAILABLE FROM EDRS.

SINCE OUTDOOR EDUCATION PROGRAMS CUT ACROSS MANY CURRICULAR AREAS, THE ADMINISTRATORS OF THESE PROGRAMS ENCOUNTER PROBLEMS DIFFERENT FROM THOSE FOUND IN SPECIFIC SUBJECT MATTER AREAS. AS AIDS IN OVERCOMING THESE PROBLEMS, SUGGESTIONS ARE GIVEN FOR PROGRAM PROCEDURES

ED023499 RC001808
SUPPLEMENT TO AGE OF TRANSITION--RURAL YOUTH IN A CHANGING SOCIETY. OCT 67, 46P.
HC NOT AVAILABLE FROM EDRS.

SUPPORTING DATA FOR THE CHARTS IN "AGE OF TRANSITION: RURAL YOUTH IN A CHANGING SOCIETY, AGRICULTURE HANDBOOK NO. 347" ARE CONTAINED IN THIS SUPPLEMENT. THE TABLES ARE ARRANGED IN THE SAME ORDER AS THE CHARTS AND CARRY THE SAME TITLES. THE DATA REFLECT (1) THE NUMBER OF PEOPLE IN EDUCATION AND THE LABOR FORCE, (2) INDIAN AND SPANISH-SURNAME SCHOOL ENROLLMENT, (3) THE NUMBERS OF PERSONS USING THE VARIOUS HEALTH AND WELFARE SERVICES, AND (4) RURAL FAMILY SIZE, AGE, INCOME, EXPENDITURES, AND GENERAL WELFARE. A RELATED DOCUMENT IS ED 013 696. (ES)

ED023500 RC002471
NATIONAL GOALS FOR MIGRANT EDUCATION. CHEYNEY, ARNOLD B.; WEY, HERBERT W., 17 MAY 68, 22P.

ALLOCATION OF FEDERAL FUNDS HAS INITIATED MANY PROGRAMS DESIGNED TO STUDY AND SOLVE MIGRANT EDUCATION PROBLEMS. EVALUATION OF THE EFFECT OF THESE PROGRAMS HAS BEEN AFTER-THE-FACT, WITHOUT ADEQUATE CONTROLS TO EVALUATE AN OBJECTIVE WHICH HAS NOT BEEN ADEQUATELY DEFINED. THE OBJECTIVES SUGGESTED AS NATIONAL GOALS IN THIS PAPER ARE: DEVELOP AND EXTEND NUTRITIONAL AND MEDICAL CARE TO MIGRANT MOTHERS AND CHILDREN FROM CONCEPTION TO EARLY SCHOOL YEARS

ED023524 RC002746
ORGANIZATION OF SCHOOL SYSTEMS IN GEORGIA. A SURVEY REPORT. 65, 130P.

IN COMPLIANCE WITH A GEORGIA LEGISLATIVE DIRECTIVE TO SEARCH FOR EFFICIENT AND ECONOMICAL METHODS OF PROVIDING QUALITY EDUCATION FOR CHILDREN IN GEORGIA, A STUDY OF THE ORGANIZATION OF EXISTING SCHOOL SYSTEMS WAS CONDUCTED. THE PURPOSES OF THE STUDY WERE TO DEVELOP CRITERIA (1) FOR THE EVALUATION OF ELEMENTARY AND SECONDARY SCHOOLS AND (2) FOR REORGANIZATION OF EXISTING ATTENDANCE AREAS, AND TO COMPILE DATA ON WHICH THE PROPOSED SUGGESTIONS WERE BASED. FINDINGS CONCERNING ADMINISTRATIVE ORGANIZATION, RANGE OF AVAILABLE SERVICES, SCHOOL SIZE AND COST RELATIONSHIPS, CURRENT STANDARDS AND PRACTICES, AND FINANCIAL NEEDS INDICATE THAT THE GEORGIA COUNTY IS NO LONGER A SUITABLE BASIS FOR PLANNING LOCAL SCHOOL SYSTEM GOVERNMENT. SUGGESTED EVALUATION CRITERIA, RECOMMENDATIONS, ADVISORY SUGGESTIONS, AND CONCLUSIONS ARE INCLUDED IN THE DOCUMENT. (DK)

ED023525 RC002760
WYOMING RURAL SCHOOLS 68, 26P.

STATISTICAL DATA ON THE 158 RURAL SCHOOLS OF WYOMING ARE PRESENTED, BASED ON INFORMATION COLLECTED IN 1967. DATA ARE CATEGORIZED INTO 2 TYPES: SCHOOLS UNDER COUNTY SUPERINTENDENTS, AND SCHOOLS NOT UNDER COUNTY SUPERINTENDENTS. TEACHER-PUPIL RATIOS ARE PRESENTED FOR EACH SCHOOL. THE DATA INDICATE THAT 127 SCHOOLS WERE UNDER DIRECT SUPERVISION OF THE COUNTY SUPERINTENDENT OF SCHOOLS, WHILE 31 SCHOOLS WERE CLASSIFIED AS BEING IN A TOWN SUPERINTENDENT. THE TOTAL SCHOOL ENROLLMENT FOR THE SCHOOLS INCLUDED IN THE SURVEY WAS 2,510 STUDENTS, TAUGHT BY 269 TEACHERS. THE 158 RURAL SCHOOLS INCLUDED 99 ONE-TEACHER SCHOOLS, 36 TWO-TEACHER SCHOOLS, 14 THREE-TEACHER SCHOOLS, 2 FOUR-TEACHER SCHOOLS, 4 SIX-TEACHER SCHOOLS, 1 SEVEN-TEACHER SCHOOL, 1 EIGHT-TEACHER SCHOOL, AND 1 NINE-TEACHER SCHOOL. (DA)

ED023605 SE005422
SCIENCE POLICY BULLETIN, VOLUME 1, NUMBER 6. AUG 68, 50P.

THIS BIMONTHLY BULLETIN REPORTS THE CURRENT LITERATURE IN THE AREA OF SCIENCE AND PUBLIC POLICY. COVERAGE ENCOMPASSES BOTH "POLICY FOR SCIENCE" AND "SCIENCE FOR POLICY" MATTERS. "SCIENCE" IS USED TO DENOTE ENGINEERING, TECHNOLOGY, AND SCIENCE. THE BULLETIN IS INTENDED FOR INDIVIDUALS ENGAGED IN STUDYING, FORMULATING, OR IMPLEMENTING PUBLIC POLICY RELATING TO SCIENCE AND ITS USE. INFORMATION PRESENTED CONSISTS OF BIBLIOGRAPHIC LISTINGS OF CURRENT PUBLICATIONS IN THE AREA. MAJOR MEETINGS AND OTHER EVENTS IN THE SUBJECT AREA ARE REPORTED. PUBLICATIONS OF A HIGHLY TECHNICAL AND NARROWLY SPECIALIZED NATURE ARE EXCLUDED. INFORMATION IS PRESENTED UNDER TOPICAL CATEGORIES. THE NUMBERING OF PUBLICATIONS RUNS CONSECUTIVELY THROUGH ALL ISSUES SO THAT A GIVEN NUMBER REFERS TO ONLY ONE CITATION. (BC)

ED023618 SP001647
THE SEATTLE CONFERENCE: THE ROLE OF THE STATE DEPARTMENT OF EDUCATION IN TEACHER EDUCATION (APRIL 27-29, 1966). EDELFELT, ROY A.; ALLEN, WENDELL C., 67, 88P.

THIS BOOK INCLUDES THE PAPERS AND SPEECHES WHICH WERE PART OF THE SEATTLE CONFERENCE IN WHICH REPRESENTATIVES OF 49 STATES MET TO REEVALUATE BELIEFS AND PROCEDURES REGARDING THE FUTURE ROLE OF STATE DEPARTMENTS OF EDUCATION PARTICULARLY WITH REFERENCE TO THE IDENTIFICATION AND SETTING OF GOALS. THERE ARE SEVEN SPEECHES AND PAPERS.

ED023678 TE000937
CLASS SIZE AND TEACHER LOAD IN HIGH SCHOOL ENGLISH. NEW YORK STATE ENGLISH COUNCIL MONOGRAPHY NO. 8. 64, 51P.
DOCUMENT NOT AVAILABLE FROM EDRS.

TO DETERMINE THE CLASS SIZE AND TEACHING LOAD OF SECONDARY TEACHERS OF ENGLISH IN NEW YORK STATE, THE RESEARCH COMMITTEE OF THE STATE ENGLISH COUNCIL MAILED 1,093 QUESTIONNAIRES TO CHAIRMEN OF ENGLISH DEPARTMENTS IN THE STATE'S REGISTERED PUBLIC AND PRIVATE SECONDARY SCHOOLS. THE 694 USABLE REPLIES--REPRESENTING 4,410 FULL-TIME ENGLISH TEACHERS--WERE ANALYZED AND COMPARED TO THE RECOMMENDATION OF THE NATIONAL COUNCIL OF TEACHERS OF ENGLISH THAT ENGLISH TEACHERS BE ASSIGNED FOUR CLASSES, EACH NOT MORE THAN 25 PUPILS. RESULTS SHOWED THAT CLASS SIZES IN SCHOOLS OUTSIDE NEW YORK CITY AVERAGED 27 FOR GRADE 7, 26 FOR GRADE 8, 25 FOR GRADE 9, 24 FOR GRADES 10 AND 11, AND 23 FOR GRADE 12. IN NEW YORK CITY, GRADE 9 CLASS SIZE AVERAGED 33

ED023690 TE499971
PREPARATION AND EVALUATION OF SOCIAL STUDIES CURRICULUM GUIDES AND MATERIALS FOR GRADES K TO 14. FINAL REPORT. WEST, EDITH; AND OTHERS, AUG 68, 459P.

THE MINNESOTA SOCIAL STUDIES CURRICULUM CENTER HAS DEVELOPED A SOCIAL STUDIES CURRICULUM FOR GRADES K-12. RECOMMENDATIONS FOR GRADES 13-14 HAVE NOT BEEN MADE YET. THE CURRICULAR FRAMEWORK PROVIDES CONTINUITY AND SEQUENCE FOR THOSE KEY CONCEPTS, GENERALIZATIONS, SKILLS, AND ATTITUDINAL BEHAVIORS IDENTIFIED AS GOALS FOR THE PROGRAM. THE CURRICULUM PROVIDES INCREASED EMPHASIS UPON THE NON-WESTERN WORLD, BEHAVIORAL SCIENCES, STRUCTURE IN DISCIPLINES, THE STUDY OF VALUE CONFLICTS, TEACHING PUPILS INQUIRY METHODS, AND INQUIRY TEACHING-STRATEGIES. THE PROGRAM IS DESIGNED FOR PUPILS OF DIFFERENT ABILITY LEVELS. THE CENTER HAS PREPARED RESOURCE UNITS AND A GENERAL GUIDE AT EACH GRADE LEVEL AND HAS WRITTEN SOME PUPIL MATERIALS TO SUPPLEMENT THOSE AVAILABLE COMMERCIALLY. COURSES AND UNITS HAVE BEEN FIELD-TESTED AND REVISED IN THE LIGHT OF TEACHER FEEDBACK. THE CENTER HAS EXPERIMENTED WITH AN INSERVICE TRAINING PROGRAM WHICH EMPLOYS TEACHERS WHO HAVE TAUGHT THE NEW COURSES TO TRAIN OTHER TEACHERS. QUESTIONNAIRE STUDIES HAVE BEEN USED TO OBTAIN REACTIONS OF TEACHERS TO MATERIALS AND TO INSERVICE PROGRAMS. TWO CAREFUL EVALUATION STUDIES HAVE BEEN CONDUCTED: ONE OF THE SEVENTH-GRADE SOCIOLOGY COURSE AND ONE OF THE PRIMARY-GRADE MATERIALS. (AUTHOR/SW)

ED023709 UD001787
SCHOOL RACIAL POLICY. 66, 42P.
HC NOT AVAILABLE FROM EDRS.

A GROUP OF SCHOOL ADMINISTRATORS WAS APPOINTED IN 1963 TO DEVELOP PRINCIPLES AND GUIDELINES FOR EFFECTIVE ACHIEVEMENT OF SCHOOL INTEGRATION. THIS DOCUMENT FOCUSES ON IDENTIFYING PROBLEMS OF SCHOOL DESEGREGATION, NOTING THE METHODS BEING USED, AND INDICATING THE NECESSARY PRECONDITIONS WITHIN PUBLIC EDUCATION FOR MEETING THE CHALLENGE. CONTAINED ARE CHAPTERS ON PROBLEMS OF ORGANIZATION AND SUPPORT FOR EDUCATION, VARIOUS INTEGRATION METHODS AND COMPENSATORY PROGRAMS, AND THE STEPS THAT EVERY SCHOOL DISTRICT CAN UNDERTAKE. IT IS NOTED THAT A NATIONAL COMMITMENT TO EQUAL OPPORTUNITY MUST INVOLVE ALL THE OTHER GOVERNMENTAL BODIES AND CIVIC AND WELFARE ORGANIZATIONS IN ADDITION TO SCHOOL SYSTEMS. (NH)

ED023737 UD006330
CLASS STRUGGLES IN THE SCHOOLS. 66, 11P.

THE MAJOR ISSUE IN URBAN EDUCATION IS CLASS CONFLICT. THE POLARITY OF THE "HAVES" AND "HAVE-NOTS" LIMITS THE SCHOOLS' SERVICES TO THE LATTER GROUP BECAUSE OF THE GENERALLY MODERATE STANCE OF MOST LIBERAL SCHOOL BOARD MEMBERS AND THEIR INSUFFICIENT ZEAL IN PRESSING THE GRIEVANCES OF THE HAVE-NOTS. BUREAUCRATIC RESISTANCE AND THE ROLE OF CONSERVATIVES IN PARING SCHOOL BUDGETS ARE FURTHER OBSTRUCTIONS. THIS KIND OF CLASS CONFLICT ALSO PERMEATES CONGRESSIONAL AND STATE AID TO EDUCATION. DOCUMENTARY EVIDENCE OF CONDITIONS IN CHICAGO AND NEW YORK CITY SCHOOLS CORROBORATE THE STATEMENT THAT THE CLASS CONFLICT IS REFLECTED IN SCHOOL INEQUALITIES AND CLASS-BIASED TRAINING. ETHNIC ROLES ARE ALSO INTERCONNECTED WITH CLASS ROLES, WITH THE JEWISH COMMUNITY OFTEN ACTING AS THE "SWING" GROUP ON POLARIZED ISSUES. A NEW AND DIFFICULT PROBLEM FOR URBAN SCHOOLS IS THE MASSIVE TASK OF RACIAL ACCULTURATION. BREAKTHROUGHS MAY POSSIBLY COME THROUGH POLITICAL PRESSURES, INCREASED CIVIL RIGHTS ACTIVITY, AMALGAMATION OF LOWER-CLASS GROUPS, FEDERAL AID PROGRAMS AND VOLUNTARY AND PRIVATE EFFORTS. INCREASED COLLEGE OPPORTUNITIES, INSTRUCTIONAL INNOVATIONS, UNIONIZATION OF TEACHERS, AND DECENTRALIZATION MAY ALSO IMPROVE THE EDUCATIONAL QUALITY OF URBAN SCHOOLS. (NH)

ED023738 UD006331
THE NEW YORK SCHOOL CRISIS. 1 MAR 64, 22P.

THIS ANALYSIS OF THE EDUCATIONAL CRISIS IN NEW YORK CITY SCHOOLS DISCUSSES SOME CHARACTERISTICS OF DE FACTO SEGREGATION IN GHETTO SCHOOLS, THE SOCIAL BACKGROUND OF NEGRO SLUM CHILDREN, AND THE FAILURE OF TEACHERS AND CURRICULUM TO EDUCATE THESE STUDENTS. A LARGE PORTION OF THE ARTICLE TRACES THE VARIOUS BOARD OF EDUCATION ATTEMPTS TO INTEGRATE THE SCHOOLS AND THE RESPONSE AND DEMANDS OF CIVIL RIGHTS GROUPS. A 1-DAY SCHOOL BOYCOTT CALLED IN FEBRUARY 1964, TO PROTEST THE INADEQUACY OF THE BOARD'S PAIRING PROPOSALS MAY HAVE FORCED A STRONGER INTEGRATION PLAN FROM THE BOARD. ALTHOUGH THE BOYCOTT HAD POSITIVE EFFECTS ON NEGRO SELF-RESPECT, IT DID NOT SOLVE THE FINANCIAL SHORTAGES FACED BY THE CITY'S SCHOOL SYSTEM OR THE PROBLEMS OF CURRICULUM, BUREAUCRATIC ADMINISTRATION, POOR TEACHING QUALITY, AND THE PULLS OF VARIOUS PRESSURE GROUPS. MOREOVER, THE BOYCOTT DID NOT COME TO GRIPS WITH THE BROADER POLITICAL ISSUE OF THE NEED FOR THE AMALGAMATION OF NEGROES WITH OTHERS IN THE WORKING CLASS TO TRANSFORM OTHER SOCIAL INSTITUTIONS. IT IS FELT THAT EDUCATIONAL PROBLEMS ARE INSOLUBLE UNLESS THERE IS A TRULY FREE SOCIETY WHICH VALUES INDIVIDUALITY, CREATIVITY, ART, SCIENCE, AND KNOWLEDGE MORE THAN IT VALUES COMPETITION AND ACCUMULATION. (NH)

ED023741 UD006345
A COOPERATIVE PLAN FOR THE INVENTION, DEMONSTRATION, AND EVALUATION OF INNOVATIVE PRACTICES AMONG URBAN, SUBURBAN AND RURAL SCHOOLS. 15 JAN 67, 109P.

A PROPOSAL FOR ESEA, TITLE III, FUNDING DESCRIBES A PLAN FOR A REGIONAL COOPERATIVE EDUCATIONAL EFFORT INVOLVING NINE NEW YORK STATE COUNTIES. THE PURPOSES OF THE PROJECT ARE IMPROVEMENT OF EDUCATIONAL QUALITY AND OPPORTUNITY, AND THE COORDINATION AND DISSEMINATION OF INFORMATION ON EDUCATIONAL INNOVATIONS WITHIN THE REGION. ONE IMPORTANT FEATURE OF THE PROJECT WOULD BE THE DEVELOPMENT OF INVENTION AND DEMONSTRATION UNITS OF 16 URBAN, SUBURBAN, AND RURAL SCHOOLS. THESE UNITS, PLACED THROUGHOUT THE REGION, WOULD BE CONCERNED WITH THE PARTICULAR INSTRUCTIONAL STRATEGIES OF INTERCULTURAL UNDERSTANDING, PUPIL TEAM LEARNING, TEAM TEACHING, AND INDEPENDENT STUDY. THE APPLICATION CONTAINS A DESCRIPTION OF THE AREA AND A STATEMENT ON ITS NEEDS, AND THE OBJECTIVES, PROCEDURES, AND EMPHASIS OF THE PROGRAM. DETAILS ON PLANNING FOR THIS THREE-YEAR PROJECT ARE INCLUDED AND THE EVALUATION AND DISSEMINATION METHODS ARE DESCRIBED. PERSONNEL NEEDS, FACILITIES, SUBCONTRACTING ARRANGEMENTS, AND A PROPOSED BUDGET ARE NOTED. (NH)

ED023743 UD006391
REPORT '65 , A SUMMARY REPORT, 1964-1965. MAY 65, 15P.

THIS 1965 REPORT SUMMARIZES BRIEFLY THE PURPOSES, FUNCTIONS, AND PROJECTS OF THE RESEARCH COUNCIL OF THE GREAT CITIES PROGRAM FOR SCHOOL IMPROVEMENT. DESCRIBED ARE THE INITIAL PROJECTS IN WHICH VOCATIONAL EDUCATION, GRAY AREAS, FISCAL POLICY, AND TEACHER EDUCATION WERE STUDIED. NEW AREAS OF INVOLVEMENT INCLUDE INSTRUCTIONAL MATERIALS DEVELOPMENT, REHABILITATION OF SCHOOL FACILITIES, AND FEDERAL PROGRAMS. (NH)

ED023747 UD006443
EVALUATION OF THE PILOT PHASE OF THE TEEN TUTORIAL PROGRAM: A MODEL OF INTERRELATIONSHIP OF SEVENTH GRADERS, KINDERGARTEN PUPILS AND PARENTS TO MEET THE DEVELOPMENTAL NEEDS OF DISADVANTAGED CHILDREN, JANUARY 1, 1967 TO AUGUST 31, 1967. 67, 168P.

REPORTED IS AN EVALUATION OF A PILOT STUDY CARRIED OUT BY THE SOUTH-WESTERN CITY SCHOOL DISTRICT (OHIO) FOR THE DESIGN OF A FULL-SCALE DEMONSTRATION TUTORIAL PROGRAM, UNDER THE ELEMENTARY AND SECONDARY EDUCATION ACT, TITLE III. THE SPECIFIC AIM OF THE PROGRAM IS THE PREVENTION OF EDUCATIONAL DEPRIVATION DURING THE FIRST FIVE YEARS OF LIFE. THE USE OF TEENAGE SEVENTH GRADERS WITH KINDERGARTEN PUPILS AND THE RESULTING INTERRELATIONSHIP WITH PARENTS ARE CONSIDERED NEW DEVELOPMENTS TOWARD MEETING THE FUNDAMENTAL NEEDS OF CHILDREN AND BREAKING THE CYCLE OF SUCCEEDING GENERATIONS OF CHILDREN HANDICAPPED BY EDUCATIONAL DEPRIVATION. THE REPORT OUTLINES THE PURPOSE, OBJECTIVES, PROCEDURES, AND EVALUATIONS OF ASPECTS OF

THE STUDY. SUGGESTED CHANGES FOR THE PLANNED PROGRAMS ARE NOTED. THE APPENDIXES INCLUDE COMMENTS BY TEACHERS, COUNSELORS, PROGRAM ADMINISTRATORS AND TEEN TUTORS, OBSERVATION REPORTS, SAMPLES OF HOME VISIT INTERVIEWS, AND STUDENT QUESTIONNAIRES. (EMB)

ED023749 UD006452
COMPENSATORY EDUCATION IN CALIFORNIA, 1966-67. SUMMARY OF THE ANNUAL EVALUATION REPORT. BRAUND, ROBERT A.; AND OTHERS, 68, 34P.

THE REQUIRED ANNUAL REPORT ON COMPENSATORY PROGRAMS FUNDED BY THE ELEMENTARY AND SECONDARY EDUCATION ACT, TITLE I, DESCRIBES CALIFORNIA'S EFFORTS IN THE FIRST FULL YEAR OF OPERATION. IN GENERAL, THE PROGRAMS SOUGHT TO RAISE READING AND VERBAL PERFORMANCE LEVELS, IMPROVE PERFORMANCE AS MEASURED BY ACHIEVEMENT TESTS, AND ALSO IMPROVE STUDENTS' ATTITUDES TOWARD SCHOOL AND ABOUT THEMSELVES. BECAUSE OF CONGRESSIONAL MANDATE, SOME OF THE FUNDS WERE SPECIFICALLY EARMARKED FOR MIGRANT CHILDREN, YOUTH IN STATE AND LOCAL INSTITUTIONS, AND MENTALLY ILL AND MENTALLY RETARDED CHILDREN. FINDINGS, BASED ON VARIOUS MEASURES, SHOW THAT PUPIL ACHIEVEMENT RATE INCREASED, WITH GAINS AS HIGH AS THREE YEARS. THE ACHIEVEMENT GAP BETWEEN ADVANTAGED AND DISADVANTAGED STUDENTS SEEMS TO BE NARROWING. THE MOST PROGRESS OCCURRED IN DISTRICTS WITH THE MOST COMPREHENSIVE PROGRAM FOCUSING ON A FEW SELECTED GOALS. THE MAJOR PROBLEMS ENCOUNTERED WERE REDUCED APPROPRIATIONS AND DELAYS IN FUNDING, LACK OF QUALIFIED PERSONNEL, AND MISUNDERSTANDING ABOUT THE PURPOSES OF TITLE I. (NH)

ED023756 UD006582
ONE MAN'S ANSWERS TO THE EDUCATIONAL PROBLEMS OF A CITY. 68, 25P.

IN THIS SPEECH THE SUPERINTENDENT OF THE HARTFORD PUBLIC SCHOOLS PROPOSES SOME SOLUTIONS TO THE PROBLEMS OF URBAN SCHOOLING. HE FEELS THAT CITY BOARDS OF EDUCATION SHOULD BE FISCALLY INDEPENDENT OF MUNICIPAL GOVERNMENTS AND THAT THE STATE SHOULD BE RESPONSIBLE FOR ORGANIZING SCHOOL DISTRICTS TO INSURE INTEGRATED EDUCATION. ONE OF HIS PROPOSALS IS FOR THE REDISTRICTING OF THE HARTFORD SCHOOLS INTO SEMI-AUTONOMOUS UNITS DIRECTED BY A DISTRICT BOARD MADE UP OF REPRESENTATIVES OF THE COMMUNITY, PROFESSIONALS, AND MEMBERS OF THE CENTRAL BOARD. TO IMPROVE TEACHER PERFORMANCE, HE OUTLINES A PROGRAM IN WHICH FUTURE TEACHERS WOULD WORK IN THE SCHOOLS FROM THE TIME THEY ENTER A TEACHERS COLLEGE UNTIL THE TIME THEY RECEIVE THEIR MASTERS DEGREE

ED023757 UD006594
DESIGN FOR AN EFFECTIVE SCHOOLS PROGRAM IN URBAN CENTERS. REVISED. AUG 66, 32P.

PROPOSALS FOR THE EDUCATIONAL IMPROVEMENT OF UNDERPRIVILEGED URBAN SCHOOLS WERE DEVELOPED BY THE AMERICAN FEDERATION OF TEACHERS. THE SCHEME IS PREDICATED ON THE ASSUMPTION THAT EACH COMPONENT IS ESSENTIAL AND INTEGRAL. SPECIFICALLY, THE PROPOSALS RECOMMEND THAT SCHOOLS HAVE A CEILING OF 100 PUPILS WITH VARIOUS PROCEDURES AVAILABLE TO RELIEVE CROWDING. CLASS SIZE SHOULD BE LIMITED TO 18 TO 22, WITH A PUPIL-ADULT RATIO OF 12 TO 1. PRINCIPALS SHOULD BE CAREFULLY SELECTED AND THEIR FUNCTIONS SHOULD BE STRICTLY EDUCATIONAL, WITH ASSISTANTS PERFORMING ADMINISTRATIVE DUTIES. PRESENT STAFF SHOULD BE RETAINED AND VOLUNTEER TEACHERS RECRUITED FOR ONE YEAR SERVICE IN THESE SCHOOLS, WITH THE GUARANTEE OF TRANSFER WITHOUT PREJUDICE IF NECESSARY. STAFF MUST BE CLOSELY INVOLVED IN SCHOOL POLICY FORMATION AND MUST BE GIVEN UP-TO-DATE EDUCATIONAL MATERIALS AND SUPPLIES PROMPTLY. OTHER RECOMMENDATIONS CONCERN SPECIALIZED PERSONNEL AND THEIR RELATIONSHIP WITH THE TEACHING STAFF, THE SPECIAL NEEDS AND PROBLEMS POSED BY THE DISTURBED OR EDUCATIONALLY HANDICAPPED CHILD, COMMUNITY INVOLVEMENT, AND SCHOOL INTEGRATION. ON-GOING EVALUATION AND PROVISIONS FOR CHANGES ARE ALSO IMPORTANT. THE PROPOSAL CONCLUDES WITH A RESUME OF THE MORE EFFECTIVE SCHOOLS PROGRAM IN NEW YORK CITY. (NH)

ED023759 UD006688
PROCESS OF CHANGE JUN 68, 29P.
HC NOT AVAILABLE FROM EDRS.

THIS REPORT DESCRIBES THE EVENTS LEADING UP TO THE DESEGREGATION OF THE PUBLIC ELEMENTARY AND JUNIOR HIGH SCHOOLS IN SYRACUSE AND THE EFFECTS AND IMPLICATIONS OF THE DESEGREGATION PROCESS. SCHOOL OFFICIALS WERE INFLUENCED IN FAVOR OF SCHOOL DESEGREGATION BY THE NEGATIVE RESULTS OF AN EXTENSIVE COMPENSATORY EDUCATION PROGRAM AT A SEGREGATED JUNIOR HIGH SCHOOL. THE 1965-1966 DESEGREGATION PLAN INVOLVED THE CLOSING OF TWO PREDOMINANTLY NEGRO SCHOOLS AND THE BUSING OF ABOUT 900 ELEMENTARY AND JUNIOR HIGH SCHOOL PUPILS TO INTEGRATED SCHOOLS. OTHER SYRACUSE EFFORTS TOWARDS EDUCATIONAL EQUALITY INCLUDED A SPECIAL ACADEMIC PROGRAM TO ATTRACT HIGH ABILITY NEGRO AND WHITE STUDENTS TO A FORMERLY NEGRO ELEMENTARY SCHOOL AND ENRICHED ELEMENTARY CLASSES CONDUCTED ON THE SYRACUSE UNIVERSITY CAMPUS. THE REPORT DISCUSSES THE REACTIONS OF THE NEGRO AND WHITE COMMUNITIES TO DESEGREGATION, THE EFFECTS OF BUSING ON THE SCHOOL PROGRAM, THE PRESERVATION OF EDUCATIONAL STANDARDS, AND THE LEADERSHIP ROLE OF THE SCHOOL STAFF. ALSO DISCUSSED ARE THE INTERRACIAL TENSIONS IN THE CLASSROOMS AND THE IMPORTANCE OF THE TEACHER'S PREPARATION FOR WORK IN DESEGREGATED SCHOOLS. THE CONSTRUCTION OF EDUCATIONAL PARKS TO REPLACE EXISTING ELEMENTARY SCHOOLS IS PROPOSED. (LB)

ED023762 UD006709
NARRATIVE DESCRIPTION OF THE N.C. ADVANCEMENT SCHOOL, FINAL REPORT. THOMPSON, CHARLES; AND OTHERS, 67, 58P.

THIS REPORT DESCRIBES A RESIDENTIAL REMEDIAL SCHOOL FOR HIGH POTENTIAL UNDERACHIEVING GRADE 8 BOYS SELECTED FROM PUBLIC SCHOOLS ACROSS THE STATE. THE SCHOOL HAD FOUR TERMS OF TWO TO THREE MONTHS DURATION EACH YEAR, AND ATTENDANCE EACH TERM AVERAGED ABOUT 200 BOYS AND 25 VISITING TEACHERS FROM THE SAME PUBLIC SCHOOL SYSTEMS. THE VISITING TEACHERS RECEIVED INSERVICE TRAINING IN THE PROBLEMS OF UNDERACHIEVEMENT. ON THE BASIS OF DEMOGRAPHIC AND PSYCHODYNAMIC DATA GATHERED FROM ITS PUPILS, THE SCHOOL CONDUCTED SEVERAL RESEARCH STUDIES RELATED TO UNDERACHIEVEMENT. IN ADDITION, A NUMBER OF LEARNING PROGRAMS WERE "EMPIRICALLY", "INTUITIVELY" DEVELOPED FROM THE DIRECT INTERACTION BETWEEN STUDENTS AND TEACHERS. THESE PROGRAMS AND THE APPROACH OF THE SCHOOL IN GENERAL WERE CHARACTERIZED BY "EXPERIENTIAL" MATERIALS AND METHODS WHEREIN RELEVANCE TO STUDENTS' NEEDS AND INTERESTS FIGURED PRIMINENTLY. THE EFFECTIVENESS OF THE LEARNING PROGRAMS WAS DEMONSTRATED IN A 1966-67 FIELD TESTING PROGRAM INVOLVING 6,000 PUBLIC SCHOOL STUDENTS. THE REPORT INCLUDES BRIEF DESCRIPTIONS OF SOME OF THE LEARNING PROGRAMS AND OF THE RESEARCH STUDIES WHICH WERE CONDUCTED. (LB)

ED023776 UD007618
A STUDY OF SELECTED EXEMPLARY PROGRAMS FOR THE EDUCATION OF DISADVANTAGED CHILDREN: PART I. FINAL REPORT. HAWKRIDGE, DAVID G.; AND OTHERS, SEP 68, 118P.

THE PRINCIPAL AIMS OF THIS STUDY WERE TO IDENTIFY, SELECT, ANALYZE, AND DESCRIBE EDUCATIONAL PROGRAMS FOR CULTURALLY DISADVANTAGED CHILDREN FROM PRESCHOOL THROUGH GRADE 12 WHICH HAD YIELDED MEASURED BENEFITS OF COGNITIVE ACHIEVEMENT. IDENTIFICATION AND SELECTION WERE ACCOMPLISHED THROUGH A LITERATURE SEARCH AND THE ADVICE OF A PANEL OF EXPERTS. SITE VISITS TO 98 PROGRAMS IN 31 URBAN AREAS ASSISTED IN FURTHER SELECTION AND PROVIDED DATA FOR ANALYSIS. TWENTY-ONE PROGRAMS WERE DESIGNATED AS EXEMPLARY

ED023777 UD007619
A STUDY OF SELECTED EXEMPLARY PROGRAMS FOR THE EDUCATION OF DISADVANTAGED CHILDREN: PART II. FINAL REPORT. HAWKRIDGE, DAVID G.; AND OTHERS, SEP 68, 341P.

IN PART II OF THIS FINAL REPORT EACH OF 21 SUCCESSFUL COMPENSATORY EDUCATION PROGRAMS, PRESCHOOL THROUGH GRADE 12, IS DESCRIBED IN ENOUGH DETAIL TO PERMIT A SCHOOL DISTRICT TO MAKE A PRELIMINARY DECISION ABOUT THE DESIRABILITY OF ATTEMPTING A LOCAL REPLICATION. MOST OF THE PROGRAMS ARE INNER-CITY PROJECTS FOR NEGROES, PUERTO RICANS, AND MEXICAN-AMERICANS. (FOR PART I OF THIS REPORT, SEE UD 007618.) (AUTHOR)

ED023781 UD007642
INSTITUTIONAL COLLABORATION TO IMPROVE URBAN PUBLIC EDUCATION WITH SPECIAL REFERENCE TO THE CITY OF CHICAGO (URBAN EDUCATION DEVELOPMENTAL PROJECT). FINAL REPORT. 15 MAR 68, 127P.

THIS FEASIBILITY STUDY SOUGHT (A) TO DETERMINE HOW THE UNIVERSITY OF CHICAGO, THE WOODLAWN ORGANIZATION, AND THE CHICAGO PUBLIC SCHOOLS COULD COLLABORATE TO IMPROVE INNER-CITY PUBLIC EDUCATION, AND (B) TO DEVELOP AN OPERATIONAL PLAN FOR SUCH COLLABORATION. NECESSARY COLLABORATIVE DIALOGUE WAS DEVELOPED AND MAINTAINED THROUGH THE CREATION AND OPERATION OF THE WOODLAWN COMMUNITY BOARD, A 21-MEMBER GROUP CONSISTING OF SEVEN REPRESENTATIVES EACH FROM THE CHICAGO PUBLIC SCHOOLS, THE WOODLAWN ORGANIZATION, AND THE UNIVERSITY OF CHICAGO. THE PROJECT STAFF UNDERTOOK TO ANSWER FOUR QUESTIONS: (A) WHAT ARE THE CRITICAL PROBLEMS AND EDUCATIONAL NEEDS IN THE EAST WOODLAWN COMMUNITY? (B) WHAT NEW IDEAS CAN BE GENERATED AND IMPLEMENTED IN RESPONSE TO THE PROBLEMS AND NEEDS? (C) WHAT NEW WAYS OF WORKING TOGETHER NEED TO BE ESTABLISHED? (D) HOW CAN THE NEW INSTITUTIONAL RELATIONSHIPS AND ACTIVITIES BE FINANCED? AS A RESULT OF THE STUDY, THE CHICAGO BOARD OF EDUCATION ESTABLISHED THE WOODLAWN EXPERIMENTAL DISTRICT AND IDENTIFIED A STREAM OF THREE SCHOOLS (K-6, 7-8, 9-12) FOR INITIAL EXPERIMENTATION. IT ALSO RECOGNIZED THE WOODLAWN COMMUNITY BOARD AS THE BODY WHICH WILL REVIEW ALL ACTIVITIES RELATED TO THE EXPERIMENT AND MAKE RECOMMENDATIONS CONCERNING THEM TO THE GENERAL SUPERINTENDENT AND THE CHICAGO BOARD OF EDUCATION.

ED023840 VT005996
VOCATIONAL AND TECHNICAL EDUCATION. JUN 68, 48P.

VOLUME 2, ISSUE 3 OF "COMPACT" WAS DESIGNED TO POINT OUT THE PROBLEMS AND POTENTIAL OF VOCATIONAL-TECHNICAL EDUCATION AND TO OFFER SOME SUGGESTIONS FOR ACTION. MAJOR CONTENT INCLUDES: (1) "EDUCATION FOR TWENTY-FIRST CENTURY EMPLOYMENT," BY WAYNE MORSE, (2) "PENDING FEDERAL LEGISLATION ENCOURAGES VOCATIONAL INNOVATION," BY GRANT VENN, (3) "VOCATIONAL EDUCATION IN FEDERAL LEGISLATION: A SUMMARY," (4) "CRISIS IN VOCATIONAL LEADERSHIP, BY LOWELL BURKETT, (5) "THE GOVERNORS SUPPORT VOCATIONAL LEGISLATION," BY CALVIN RAMPTON, (6) "PROPOSALS FOR STATE ACTION IN OCCUPATIONAL EDUCATION," (7) "VOLUNTARY QUALITY CONTROL FOR VOCATIONAL-TECHNICAL SCHOOLS," BY FRANK DICKEY, (8) "OCCUPATIONAL EDUCATION, MIDDLE MANPOWER AND THE JUNIOR COLLEGE," BY NORMAN C. HARRIS, (9) "RHODE

ISLAND PIONEERS COORDINATED APPROACH," (10) "THE MANPOWER MISSION OF THE PUBLIC SCHOOLS," BY MARVIN FELDMAN, (11) "IS VOCATIONAL EDUCATION FOR THE POOR?" BY PHILIP LERMAN, (12) "PENNSYLVANIA'S SCHEME OFFERS NEW HOPE FOR SLUM DWELLERS," (13) "THE URBAN EDUCATION CONTEXT," BY JOHN VOLPE, (14) "CHANGING INDUSTRIAL NEEDS AND JOB TRAINING," BY CHARLES DECARLO, (15) "WHAT IS THE RESPONSIBILITY OF BUSINESS IN MODERNIZING EDUCATION?" AND (16) "THE PRIVATE SECTOR IN VOCATIONAL EDUCATION," BY CHARLES PERCY. TABLES REFLECT FEDERAL ALLOTMENTS TO STATES FOR VOCATIONAL EDUCATION IN FISCAL YEAR 1968 AND TOTAL STATE EXPENDITURES FOR VOCATIONAL EDUCATION IN FISCAL YEAR 1965. (DM)

ED023847 VT006272
VOCATIONAL EDUCATION IMPROVEMENT ACT AMENDMENTS OF 1967 68, 519P.

TESTIMONY RELATIVE TO THE VOCATIONAL EDUCATION IMPROVEMENT ACT AMENDMENTS OF 1967 AS GIVEN IN THREE COMMITTEE SESSIONS IS PRESENTED IN LETTERS, AND SUPPLEMENTAL MATERIALS. MAJOR PREPARED STATEMENTS WERE BY (1) LEE W. RALSTON, (2) MARGARET L. CRAWFORD, (3) DAVID ALLEN, WILLIAM MCCANN, (5) GLEN GULDBERG, (6) JOSEPH H. STEPHENSON, (7) RONALD REGAN, (8) THE REGIONAL CONFERENCE ON EDUCATION, TRAINING AND EMPLOYMENT, (9) SEYMOUR L. WOLFBEIN, (10) SAMUEL C. KELLY, (11) JOSEPH E. CASEY, (12) JOHN A. SESSIONS, (13) ELI COHEN, (14) FRANK J. DRESSLER, (15) GERALD LEIGHBODY, (16) GEORGE BRANDON, (17) THE RESEARCH COUNCIL OF THE GREAT CITIES PROGRAM FOR SCHOOL IMPROVEMENT, (18) SAMUEL C. BERNSTEIN, AND (19) ELDON E. RUFF. THE CHICAGO SESSION INCLUDED TESTIMONY FROM STUDENTS AT LOCAL VOCATIONAL SCHOOLS. THE APPENDIX CONTAINS OTHER LETTERS AND STATEMENTS RELATIVE TO THE AMENDMENTS AND VOCATIONAL EDUCATION. ALSO INCLUDED IS "AUTOMATION AND TECHNOLOGY IN EDUCATION, A REPORT OF THE LEGISLATION ARE REPORTED IN VT 006 271 AND VT 006 273. (EM) CONGRESS OF THE UNITED STATES," AUGUST 1966. OTHER HEARINGS ON THE SAME LEGISLATION ARE REPORTED IN VT 006 271 AND VT 006273. (EM)

ED023848 VT006273
VOCATIONAL EDUCATION IMPROVEMENT ACT AMENDMENTS OF 1967 68, 119P.

TESTIMONY RELATIVE TO THE VOCATIONAL EDUCATION IMPROVEMENT ACT AMENDMENTS OF 1967 AS GIVEN IN TWO COMMITTEE SESSIONS IS PRESENTED IN THE FORM OF VERBATIM ORAL QUESTIONS AND ANSWERS AND PREPARED STATEMENTS. MAJOR PREPARED STATEMENTS WERE BY (1) LEON M. LESSINGER, (2) MAURICE J. DALY, (3) BEATRICE PRESSLEY, (4) JACOB J. KAUFMAN, AND (5) LEON P. MINNEAR. THE LATTER INCLUDES "CHANGING THE CONTEXTS IN WHICH OCCUPATIONAL EDUCATION TAKES PLACE, A REPORT BY THE TASK FORCE ON VOCATIONAL-TECHNICAL EDUCATION TO THE EDUCATION COMMISSION OF THE STATES, WITH PROPOSALS FOR CONSIDERATION BY EACH OF THE FIFTY STATES." OTHER HEARINGS ON THIS SAME LEGISLATION ARE REPORTED IN VT 006 271 AND VT 006 272. (EM)

ED023886 VT006911
CONCURRENT WORK-EDUCATION 118P.

TO DESCRIBE CONCURRENT WORK-EDUCATION PROGRAMS IN EACH OF THE 50 STATES, DATA WERE SOLICITED FROM EACH STATE OFFICE BY PERSONAL VISIT AND FROM INDIVIDUAL SCHOOL DISTRICTS BY MAILED QUESTIONNAIRE. REPORTS WERE MADE TO THE U.S. OFFICE OF EDUCATION BY THE STATES AND REPORTS MADE BY INDIVIDUAL SCHOOL DISTRICTS TO STATE OFFICES WERE UTILIZED. SOME FINDINGS WERE: (1) MODE ENROLLMENT IN DISTRIBUTIVE EDUCATION PROGRAMS WAS 20 STUDENTS, WITH A SIGNIFICANT PORTION OF THE PROGRAMS CLUSTERED IN CITIES OVER 50,000, (2) THE MODE ENROLLMENT IN BUSINESS EDUCATION PROGRAMS WAS 18 STUDENTS WITH PROGRAMS CONCENTRATED IN CITIES OVER 50,000 POPULATION, (3) THE MODE ENROLLMENT IN TRADE AND INDUSTRIAL COOPERATIVE PROGRAMS WAS 25 STUDENTS CONCENTRATED PRIMARILY IN INDUSTRIAL CENTERS, (4) DIVERSIFIED OCCUPATIONS SHOWED NO RELATIONSHIP TO POPULATION DENSITY AND SHOWED A MODE STUDENT ENROLLMENT OF 25, (5) 75 PERCENT OF THE COOPERATIVE AGRICULTURE PROGRAMS ENROLLED 12 OR FEWER STUDENTS, (6) THERE WERE 2,451 SCHOOLS WITH COOPERATIVE PROGRAMS BUT NO WORK STUDY PROGRAMS, AND 1,823 SCHOOLS WITH WORK STUDY PROGRAMS AND NO COOPERATIVE PROGRAMS, AND (7) TWO-THIRDS OF THE SCHOOLS WITH COOPERATIVE WORK-EDUCATION PROGRAMS HAD ONLY ONE OFFERING. DESCRIPTIONS OF STUDENT AND PROGRAM CHARACTERISTICS AND A BIBLIOGRAPHY ARE INCLUDED. A PRELIMINARY DRAFT IS AVAILABLE AT VT 003 561. (DM)

ED023892 VT007130
RESEARCH AND DEVELOPMENT IN VOCATIONAL AND TECHNICAL EDUCATION: NON-METROPOLITAN AREAS MAHLSTEDE JOHN P.; THOMAS, ROBERT W., JUN 68, 358P.

THIS DOCUMENT CONTAINS RESEARCH REPORTS CONCERNING: (1) THE DECISION MAKING PROCESS OF IOWA YOUNG ADULTS, (2) VOCATIONAL EDUCATION AND OCCUPATIONAL ASPIRATIONS OF HIGH SCHOOL STUDENTS WITH NO COLLEGE PLANS, (3) DIFFERENTIAL NON-INCOME OCCUPATIONAL VALUATIONS OF IOWA FARM BOYS, (4) INTERRELATIONSHIP OF HOME ENVIRONMENT AND EMPLOYMENT, (5) MANPOWER REQUIREMENTS AND DEMAND IN AGRICULTURE BY REGIONS AND NATIONALLY, WITH ESTIMATION OF VOCATIONAL TRAINING AND EDUCATIONAL NEEDS AND PRODUCTIVITY, (6) THE POTENTIAL CONTRIBUTION OF PSYCHOLOGY TO INTERDISCIPLINARY RESEARCH IN VOCATIONAL-TECHNICAL EDUCATION, (7) AN ANALYSIS OF LEGAL AND POLITICAL PROBLEMS AND THE STRATEGY NECESSARY FOR IMPLEMENTING PROGRAMS UNDER THE VOCATIONAL EDUCATION ACT OF 1963, AND (8) COLLECTION OF OCCUPATIONAL DATA BY SKILL CLUSTERS USING A SAMPLING TECHNIQUE. THIS REPORT IS AN APPENDIX TO VT 007 214. RELATED DOCUMENTS OF THIS SERIES ARE AVAILABLE AS ED 011 068, ED 011 069, VT 007 131, VT 007 129, AND VT 007 128. (DM)

ED023893 VT007131
RESEARCH AND DEVELOPMENT IN VOCATIONAL AND TECHNICAL EDUCATION: NON-METROPOLITAN AREAS MAHLSTEDE, JOHN P.; THOMAS, ROBERT W., JUN 68, 246P.

EIGHT RESEARCH PROJECTS CONDUCTED BY DIFFERENT INVESTIGATORS ON RESEARCH AND DEVELOPMENT ACTIVITIES IN VOCATIONAL AND TECHNICAL EDUCATION FOR NON-METROPOLITAN AREAS ARE REPORTED. REPORT TITLES ARE: (1) THE DECISION MAKING PROCESS OF SCHOOL DISTRICTS REGARDING VOCATIONAL EDUCATION AND TRAINING PROGRAMS, (2) OCCUPATIONAL PROBLEMS AND VOCATIONAL TRAINING NEEDS OF HIGH SCHOOL DROPOUTS FROM RURAL AREAS OM IOWA, (3) INTERRELATIONSHIP OF HOME ENVIRONMENT AND EMPLOYMENT, (4) MANPOWER REQUIREMENTS AND DEMAND IN AGRICULTURE BY REGIONS AND NATIONALLY, WITH ESTIMATION OF VOCATIONAL TRAINING AND EDUCATIONAL NEEDS AND PRODUCTIVITY, (5) PREDICTING CHANGE IN TECHNOLOGY JOBS AND VOCATIONAL TRAINING NEEDS IN RURAL LABOR MARKETS, (6) THE POTENTIAL CONTRIBUTION OF PSYCHOLOGY TO INTER-DISCIPLINARY RESEARCH IN VOCATIONAL AND TECHNICAL EDUCATION, (7) DETERMINANTS OF THE POST HIGH SCHOOL EDUCATIONAL AND OCCUPATIONAL CHOICES OF IOWA FARM BOYS, AND (8) AN ANALYSIS OF LEGAL AND POLITICAL PROBLEMS AND THE STRATEGY NECESSARY FOR IMPLEMENTING PROGRAMS UNDER THE VOCATIONAL EDUCATION ACT OF 1963. THIS REPORT IS AN APPENDIX TO VT 007 214. RELATED DOCUMENTS ARE AVAILABLE AS ED 011 068, ED 011 069 AND VT 007128-VT 007 130. (DM)

ED023902 VT007173
THE POTENTIAL OF VOCATIONAL EDUCATION: OBSERVATIONS AND CONCLUSIONS BASED ON A STUDY OF THREE SELECTED CITIES IN PENNSYLVANIA. KAUFMAN, JACOB J.; LEWIS, MORGAN V., MAY 68, 171P.

AN IN-DEPTH STUDY WAS CONDUCTED IN THREE SELECTED CITIES TO DETERMINE RECOMMENDATIONS FOR IMPROVEMENT OF VOCATIONAL EDUCATION. SOME FINDINGS WERE: (1) MOST STUDENTS ENTERED THE WORLD OF WORK WITHOUT SPECIALIZED OCCUPATIONAL TRAINING, (2) ENROLLMENT IN VOCATIONAL PROGRAMS WAS HIGHER WHEN STUDENTS WERE TAUGHT IN COMPREHENSIVE SCHOOLS, (3) AN IMBALANCE EXISTED BETWEEN HIGH SCHOOL ENROLLMENTS IN VOCATIONAL PROGRAMS AND LOCAL LABOR MARKET COMPOSITION, (4) VOCATIONAL EDUCATION IN THE SMALLER CITIES WAS ALTERED MORE CLOSELY TO THE AREAS OF THE LABOR MARKET, (5) THE MAJORITY OF THE GRADUATES DID NOT RECALL BEING REACHED BY COUNSELORS, (6) VOCATIONAL GRADUATES HAD GREATER EMPLOYMENT STABILITY, RECEIVED MORE RAPID INCREASES IN EARNINGS, AND RECEIVED HIGHER AVERAGED MONTHLY EARNINGS, (7) EXTRA EARNINGS OF THE VOCATIONAL GRADUATES JUSTIFIED THE COST OF THEIR EDUCATION, AND (8) LESS THAN ONE-HALF OF THE MALE GRADUATES OBTAINED JOBS THAT WERE DIRECTLY RELATED TO THEIR TRAINING. IT WAS RECOMMENDED THAT: (1) PROGRAMS IN BROAD GENERAL SKILLS WITH GENERAL APPLICATIONS BE DEVELOPED, (2) PROGRAMS BE AIMED AT THE LARGE PROPORTION OF STUDENTS WHO SEE LITTLE RELEVANCE IN EITHER VOCATIONAL OR ACADEMIC CURRICULUMS, (3) VOCATIONAL EDUCATION BRING MEANINGS AND INTEREST TO THE LEARNING EXPERIENCE (4) OPPORTUNITY BE PROVIDED FOR EMPLOYMENT EXPLORATION AND FAMILIARIZATION AS AN INTEGRAL PART OF THE CURRICULUM, AND (5) VOCATIONAL GUIDANCE BE EXPANDED. (DM)

ED023905 VT007187
OCCUPATIONAL EDUCATION IN THE GREAT CITIES 68, 15P.
DOCUMENT NOT AVAILABLE FROM EDRS.

A POSITION STATEMENT DEVELOPED BY REPRESENTATIVES OF 16 CITIES TO BROADEN VOCATIONAL EDUCATION OPPORTUNITIES AND IMPROVE PROGRAM QUALITY RESULTED IN THE FOLLOWING PRINCIPLES: (1) PROGRAMS OF OCCUPATIONAL EDUCATION MUST BE AN INTEGRAL PART OF THE EDUCATIONAL PROCESS, (2) OCCUPATIONAL EDUCATION MUST BE SUFFICIENTLY BROAD AND VARIED IN SCOPE AND BE OFFERED AT ALL LEVELS OF CAREER PREPARATION, (3) OCCUPATIONAL EDUCATION MUST DEVELOP FROM A BROAD BASE IN THE EARLY YEARS TO MORE SPECIALIZED PROGRAMS IN LATER YEARS, (4) OCCUPATIONAL EDUCATION MUST PROVIDE OPPORTUNITIES FOR CONTINUING PROGRAMS BEYOND THE SECONDARY LEVEL, (5) ORGANIZATION OF PROGRAMS OF OCCUPATIONAL EDUCATION MUST REALISTICALLY SERVE THE INDIVIDUAL NEEDS OF THE STUDENTS ENROLLED, AND (6) COMMUNITY INVOLVEMENT SHOULD BE ENCOURAGED TO PROMOTE UNDERSTANDING AND SUPPORT AND TO ASSURE THAT PROGRAMS ARE TIMELY AND RELEVANT. CRITICAL ISSUES FACING URBAN OCCUPATIONAL EDUCATION RELATE TO: (1) DISTRIBUTION OF FUNDS, (2) DUPLICATION AND FRAGMENTATION OF SERVICES, (3) SERVING ALL YOUTH AND ADULTS, (4) ASSUMING GREATER RESPONSIBILITY IN DEVELOPMENT OF STATE PLANS, (5) PROVIDING OCCUPATIONALLY ORIENTED EDUCATION AT EARLIER AGES, (6) MORE RESEARCH AND DEVELOPMENT, (7) STRENGTHENING COOPERATIVE RELATIONSHIPS, (8) EXTENDING AND IMPROVING GUIDANCE SERVICES, AND (9) PROVIDING AN ADEQUATE LEVEL OF FINANCIAL SUPPORT. (DM)

ED023937 VT007438
REVIEW AND SYNTHESIS OF RESEARCH ON THE ECONOMICS OF VOCATIONAL EDUCATION. RESEARCH 16. NOV 68, 62P.

THIS PUBLICATION IS TO INTRODUCE VOCATIONAL EDUCATORS AND OTHERS INTERESTED IN OCCUPATIONAL EDUCATION TO RESEARCH AND WRITINGS ON THE ECONOMICS OF VOCATIONAL-TECHNICAL EDUCATION. RESEARCH PERTAINING TO COST-BENEFIT AND COST-EFFECTIVENESS ANALYSIS OF VOCATIONAL EDUCATION AND MANPOWER TRAINING PROGRAMS IS EMPHASIZED. MAJOR SECTIONS ARE DEVOTED TO A REVIEW OF RESEARCH AND WRITINGS PERTAINING TO THE THEORY AND CONCEPTS OF THE ECONOMICS OF EDUCATION, THE METHODOLOGICAL AND CONCEPTUAL PROBLEMS INVOLVED IN EVALUATING VOCATIONAL-TECHNICAL EDUCATION PROGRAMS USING COST-BENEFIT AND COST-EFFECTIVENESS MODELS, RESULTS OF COST BENEFIT AND COST EFFECTIVENESS STUDIES OF PUBLIC SCHOOL VOCATIONAL TECHNICAL PROGRAMS AND MANPOWER TRAINING PROGRAMS, AND THE USE OF FOLLOWUP STUDIES AS A MEANS OF EVALUATING VOCATIONAL-TECHNICAL EDUCATION PROGRAMS. OTHER SECTIONS DEAL WITH STUDIES OF COSTS AND RETURNS FROM INVESTMENT IN RURAL TECHNICAL SCHOOLS, INVESTMENT EFFECTS OF EDUCATION IN AGRICULTURE, AND THE RELATIONSHIP BETWEEN VOCATIONAL EDUCATION AND STUDENTS' PROPENSITY TO DROP OUT OF SCHOOL. THE AUTHOR'S CONCLUSIONS AND RECOMMENDATIONS ARE INCLUDED. OF THE 100 SOURCES CITED, THE OLDEST WAS PUBLISHED IN 1962 AND MOST WERE PUBLISHED SINCE 1966. (AUTHOR/ET)

ED024108 EA001673
THE ECONOMICS OF AMERICAN EDUCATION: A BIBLIOGRAPHY, INCLUDING SELECTED MAJOR REFERENCES FOR OTHER NATIONS. DEITCH, KENNETH M., COMP.; MCLOONE, EUGENE P., COMP., 66, 69P.

THIS BIBLIOGRAPHY LISTS 724 BOOKS AND ARTICLES DEALING WITH THE ECONOMICS OF EDUCATION. WITH A FEW EXCEPTIONS, THE LISTINGS BEGIN WITH 1950 AND THE MAJORITY HAVE BEEN PUBLISHED SINCE 1960. AREAS COVERED INCLUDE (1) THEORY OF HUMAN CAPITAL, (2) TEXTBOOKS, (3) COLLECTED READINGS, (4) THE POLITICAL ECONOMY OF EDUCATION AND BROAD SOCIAL CONCERNS, (5) CONSUMING THE PRODUCT: PRICE, ENROLLMENT, AND DEMAND FOR EDUCATION, (6) PRODUCING EDUCATIONAL SERVICES: SALARIES, RELATIONSHIPS BETWEEN QUALITY AND COST, AND TECHNOLOGY IN INSTRUCTION, (7) FINANCE: ROLE OF GOVERNMENT, FINANCING PRIMARY AND SECONDARY SCHOOLS, FINANCING HIGHER EDUCATION, AND FELLOWSHIPS AND LOANS TO STUDENTS, (8) MEASURING THE SUPPLY AND DEMAND FOR SPECIALIZED MANPOWER, (9) THE ROLE OF EDUCATIONAL INSTITUTIONS, GOVERNMENT, AND PRIVATE INDUSTRY IN TRAINING SPECIALIZED MANPOWER, (10) THE PAYOFF TO INVESTMENT IN EDUCATION: INDIVIDUAL RETURNS AND SOCIAL RETURNS. BIBLIOGRAPHIES AND ARTICLES REVIEWING IMPORTANT PORTIONS OF THE LITERATURE ARE INCLUDED. HIGHLY TECHNICAL MATERIAL, COLLECTIONS OF DATA, AND ARTICLES ON THE METHODOLOGY OF COLLECTING DATA ARE EXCLUDED. (TT)

ED024109 EA001676
REVENUES FOR EDUCATION IN METROPOLITAN AREAS. CHAPTER VI, METROPOLITANISM: ITS CHALLENGE TO EDUCATION, 1968. SIXTY-SEVENTH YEARBOOK, PART I. 68, OFFPRINT OF CHAPTER VI OF THE SIXTY-SEVENTH YEARBOOK, PART I, OF THE NATIONAL SOCIETY FOR THE STUDY OF EDUCATION.
DOCUMENT NOT AVAILABLE FROM EDRS.

FOR LOCAL SCHOOL DISTRICTS TO PROVIDE EQUAL EDUCATIONAL OPPORTUNITIES THROUGHOUT A METROPOLITAN AREA, A SCHOOL ORGANIZATION PLAN SHOULD DISTRIBUTE POPULATIONS AMONG DISTRICTS IN SUCH A MANNER AS TO MAXIMIZE THE AGGREGATE EXPRESSED DEMAND FOR EDUCATIONAL SERVICES AND TO PROVIDE RELATIVELY EQUAL FINANCIAL SUPPORT. CONSOLIDATION OF CONTIGUOUS DISTRICTS AND UNIFIED COUNTYWIDE OR MULTICOUNTY GOVERNMENT PLANS ARE INADEQUATE. A BETTER SOLUTION TO THE FINANCIAL NEEDS OF METROPOLITAN AREAS LIES IN THE CREATION OF SCHOOL DISTRICTS THAT ARE RELATIVELY COMPARABLE IN FINANCIAL RESOURCES AND EDUCATIONAL NEEDS, INTERNALLY HETEROGENEOUS, COMPETITIVE WITH NONSCHOOL AND OTHER SCHOOL GOVERNMENTS, AND LARGE OR SMALL ENOUGH IN SIZE TO BE FREE FROM THE CONSTRAINTS OF ECONOMIES AND DISECONOMIES OF SCALE. FOR STATE AID TO BE EFFECTIVE IN EQUALIZING EDUCATIONAL OPPORTUNITIES AMONG DISTRICTS WITHIN ITS BOUNDARIES, A SATISFACTORY INDEX OF EDUCATIONAL NEED MUST BE DEVELOPED AND APPLIED. FOR FEDERAL AID TO BE EFFECTIVE, BLOCK GRANTS GIVE PROMISE OF FILLING THE NEED FOR THE DISTRIBUTION OF FEDERAL FUNDS ON AN EQUITABLE AND ACCEPTABLE BASIS. (JK)

ED024112 EA001702
KNOWLEDGE PRODUCTION AND UTILIZATION IN EDUCATIONAL ADMINISTRATION. EIDELL, TERRY L., ED.; KITCHEL, JOANNE M., ED., 68, 93P.

THE SEVEN PAPERS CONTAINED IN THIS MONOGRAPH WERE PRESENTED AT THE SEVENTEENTH UCEA CAREER DEVELOPMENT SEMINAR HELD IN PORTLAND, OREGON, OCTOBER 1967. SOME PAPERS VIEW THE PROBLEMS OF APPLYING NEW KNOWLEDGE TO PRACTICE QUITE GENERALLY IN THE CONTEXT OF THE BROADER SOCIETY WHILE OTHERS FOCUS MORE SHARPLY ON STRATEGIES FOR IMPLEMENTING THE UTILIZATION OF KNOWLEDGE IN THE CONTEXT OF EDUCATIONAL ORGANIZATIONS. LAUNOR F. CARTER AND NORMAN J. BOYAN DISCUSS THE GENERAL QUESTION OF KNOWLEDGE PRODUCTION AND UTILIZATION IN EDUCATION. SPECIFIC ROLES AND TECHNIQUES WHICH NEED TO BE DEVELOPED ARE OUTLINED BY EGON G. GUBA, RONALD G. HAVELOCK, AND SAM D. SIEBER. RICHARD SCHMUCK DESCRIBES TWO TRAINING EVENT MODELS DEALING WITH THE SOCIAL PSYCHOLOGICAL ASPECT OF TRANSFORMING BEHAVIORAL SCIENCE KNOWLEDGE INTO EFFECTIVE PRACTICE IN EDUCATIONAL ADMINISTRATION. FINALLY, KEITH GOLDHAMMER PRESENTS SOME THOUGHTS ON HOW PREPARATORY PROGRAMS SHOULD BE REVAMPED IN LIGHT OF THE NEED FOR SPECIALIZED ADMINISTRATORS. (HW)

ED024116 EA001720
DEVELOPMENT OF QUANTITATIVE MODELS OF THE EDUCATIONAL PROCESS. 12 SEP 68, 24P.

THE LACK OF TESTED MODELS OF THE INSTRUCTIONAL PROCESS IS THE PRIME HINDRANCE TO SIGNIFICANT MANAGEMENT SCIENCE IN EDUCATIONAL RESEARCH. THE NATURE OF EDUCATION, WITH LONG TIMELAGS BETWEEN ULTIMATE PERFORMANCE AND PRESENT ACTIVITY, MAKES THE MODELING MOST DIFFICULT. THIS PAPER REPORTS ON ONE OF SEVERAL EFFORTS WHICH HAVE BEEN MADE TO DEVELOP QUANTITATIVE MODELS OF THE EDUCATIONAL PROCESS. THE MODEL IS DEVELOPED FOR FUTURE INCLUSION INTO A SCHOOL DISTRICT BUDGETING AND PROGRAM-PLANNING MODEL. THE HISTORY OF THE MODEL'S DEVELOPMENT AND SOME OF THE PROBLEMS ENCOUNTERED ARE DISCUSSED. PRACTICAL IMPLICATIONS FOR FURTHER MANAGEMENT SCIENCE IN EDUCATIONAL RESEARCH ARE ALSO DRAWN. (AUTHOR/HW)

ED024124 EA001737
ANCILLARY PILOT STUDY FOR THE EDUCATIONAL POLICY RESEARCH CENTER PROGRAM. FINAL REPORT. 28 JUN 68, 534P.

THE ROLE OF THE HUDSON INSTITUTE IN THE POLICY RESEARCH CENTER PROGRAM WAS TO BUILD ON AND ADAPT CURRENT STUDIES OF THE FUTURE FOR THE PURPOSE OF ASSISTING THE OFFICE OF EDUCATION AND ITS FIVE PILOT CENTERS. PART 1 OF THIS REPORT COMMENTS BRIEFLY ON SOME METHODOLOGICAL AND SUBSTANTIVE ISSUES THAT AROSE DURING THE PILOT PHASE AND SUGGESTS HOW PORTIONS OF THE WORK MIGHT BE CONTINUED. PARTS 2-9 ARE PAPERS THAT SUMMARIZE SOME OF THE BACKGROUND STUDIES. THE AUTHORS AND THEIR PAPERS ARE (1) RAYMOND D. GASTIL, "PROBLEMS IN DEMOGRAPHIC PROJECTION FOR EDUCATIONAL POLICY PLANNING," (2) RAYMOND D. GASTIL, "EDUCATION AND ANTI-POVERTY MEASURES," (3) JOHN KARLIK, "IMPLICATIONS OF LONG-RANGE ECONOMIC PROSPECTS FOR U.S. EDUCATION," (4) MARK WEHLE, "NOTES ON WORLD-WIDE SCHOOL ENROLLMENT AND ILLITERACY TO THE YEAR 2000," (5) RICHARD BROWN, "A ROLE FOR HIGHER EDUCATION IN POST-INDUSTRIAL SOCIETY," (6) LOTTIE E. MACKAY, "DRUGS TO IMPROVE MEMORY AND LEARNING," (7) ANTHONY J. WIENER AND HERMAN KAHN, "FAUSTIAN POWERS AND HUMAN CHOICES: NEW ISSUES FOR THE EDUCATIONAL SYSTEM," AND (8) ANDREW G. CARANFIL, "WORLD-WIDE ASPECTS OF THE STUDENT MOVEMENT: A PRELIMINARY REPORT ON A CONTINUING STUDY OF STUDENT MOVEMENTS," (HW)

ED024127 EA001742
INTEGRATED QUALITY EDUCATION: A STUDY OF EDUCATIONAL PARKS AND OTHER ALTERNATIVES FOR URBAN NEEDS. JUL 68, 84P.

THIS REPORT, FUNDED UNDER TITLE III OF ESEA, DESCRIBES THE BERKELEY UNIFIED SCHOOL DISTRICT'S SEARCH FOR A PERMANENT SOLUTION TO THE PROBLEM OF MAINTAINING RACIAL HETEROGENEITY ALONG WITH EDUCATIONAL QUALITY. OF THE ALTERNATIVES AVAILABLE, THE EDUCATIONAL PARK CONCEPT WAS FOUND TO BE MOST PROMISING. EARLY SECTIONS OF THE REPORT DEAL EXCLUSIVELY WITH THE PLANNING PROCESSES RELATING TO THE DISSOLUTION OF ELEMENTARY SCHOOL SEGREGATION IN BERKELEY. THE REMAINING PORTIONS DESCRIBE THE LONGRANGE PLANNING OF AN EDUCATIONAL PARK COMPLEX AND A PROTOTYPE MODEL OF A MIDDLE SCHOOL, GRADES 4-8, AS PART OF THAT COMPLEX. COST ASSOCIATED WITH THE VARIOUS INNOVATIONS ARE CAREFULLY ANALYZED. (TT)

ED024129 EA001744
NATIONAL CONFERENCE ON SCHOOL FINANCE (9TH, CHICAGO, ILLINOIS, APRIL 3-5, 1966), PROCEEDINGS: LOCAL-STATE-FEDERAL PARTNERSHIP IN SCHOOL FINANCE. 66, 164P.
HC NOT AVAILABLE FROM EDRS.

THIS REPORT CONSISTS OF 24 PAPERS DEALING WITH LOCAL-STATE-FEDERAL PARTNERSHIPS IN SCHOOL FINANCE. PRIMARY FOCUS IS ON THE DEVELOPMENT OF TECHNIQUES TO EASE CRITICAL AREAS OF THE INTERGOVERNMENTAL RELATIONSHIP. TOPICS COVERED INCLUDE (1) COORDINATION OF THE SCHOOL SUPPORT PROGRAMS OF THE THREE GOVERNMENTAL LEVELS, (2) DEVELOPMENT OF SPECIFIC PROGRAMS STIMULATED BY NEW FEDERAL LEGISLATION AND FUNDS, (3) RESEARCH IN THE THEORY OF AN TECHNIQUES FOR WORKING WITH STATE AND LOCAL LEGISLATIVE BODIES, AND (4) MODERNIZATION OF SCHOOL FINANCE PROGRAMS. (TT)

ED024130 EA001745
DIMENSIONS IN SCHOOL FINANCE. 66, 270P.
HC NOT AVAILABLE FROM EDRS.

THIS DOCUMENT TRACES THE MAJOR TRENDS IN LOCAL, STATE, AND FEDERAL SCHOOL FINANCE PROGRAMS DURING THE PAST DECADE AND ASSESSES THE CURRENT SITUATION IN THE FIELD. THE DOCUMENT CONSISTS OF EXCERPTS FROM MATERIALS PREVIOUSLY PRESENTED BY THE COMMITTEE OF EDUCATIONAL FINANCE OF THE NATIONAL EDUCATION ASSOCIATION. AREAS DISCUSSED ARE (1) SOCIAL FORCES SIGNIFICANT FOR EDUCATION, (2) PROPOSED SOCIAL RESPONSES TO CHANGING SOCIAL NEEDS, (3) ABILITY TO MEET THE RISING COST OF EDUCATION, (4) NECESSITY OF NEW ORIENTATIONS IN RAISING FINANCIAL SUPPORT, (5) THE ROLE OF LOCAL GOVERNMENT IN SCHOOL FINANCE, (6) THE ROLE OF STATE GOVERNMENT IN SCHOOL FINANCE, (7) THE ROLE OF FEDERAL GOVERNMENT IN SCHOOL FINANCE, (8) GOALS AND GUIDING PRINCIPLES IN STATE SCHOOL FINANCE, (9) FINANCIAL NEEDS OF DIFFERENT TYPES OF SCHOOL DISTRICTS AND NEW EDUCATIONAL SERVICES, (10) COMPLEXITY OF DESIGNING FUTURE PATTERNS OF SCHOOL FI-

NANCE, AND (11) PUBLIC RELATIONS AND SCHOOL FINANCE. (TT)

ED024131 EA001748
NATIONAL CONFERENCE ON SCHOOL FINANCE (8TH, CHICAGO, ILLINOIS, APRIL 4-7, 1965) 65, 241P.
HC NOT AVAILABLE FROM EDRS.

THIS CONFERENCE REPORT CONTAINS 29 PAPERS DEALING WITH TRENDS IN FINANCING PUBLIC EDUCATION. THE PAPERS ARE GROUPED BY MAJOR SUBJECT INTO (1) THE ECONOMIC, SOCIAL, AND POLITICAL ISSUES IN EDUCATION AND SCHOOL SUPPORT, (2) THE FOUNDATION PLAN OF SCHOOL SUPPORT, (3) THE DEVELOPMENT OF MEASURES OF STATE AND LOCAL GOVERNMENT ABILITY TO SUPPORT SCHOOLS, (4) THE SIZE AND STRUCTURE OF SCHOOL SYSTEMS AND THE SIZE-COST RELATIONSHIP, (5) THE IMPROVEMENT OF THE PROPERTY TAX, (6) THE DECISION MAKING PROCESS IN SCHOOL FINANCE, (7) THE TOOLS OF DECISION MAKING, (8) THE DEVELOPMENT OF COOPERATIVE EFFORTS TO SOLVE METROPOLITAN PROBLEMS, AND (9) THE FINANCING OF CAPITAL OUTLAY AND CAPITAL OUTLAY NEEDS. (TT)

ED024132 EA001749
FINANCING PUBLIC SCHOOLS, A STUDY GUIDE. 65, 62P.
HC NOT AVAILABLE FROM EDRS.

THIS STUDY GUIDE FOR STUDENT TEACHERS, CLASSROOM TEACHERS, SCHOOL ADMINISTRATORS, AND INTERESTED CITIZENS DESCRIBES HOW PUBLIC ELEMENTARY AND SECONDARY SCHOOLS OBTAIN AND SPEND THEIR REVENUES. MATERIAL COVERED INCLUDES (1) A STUDY OF PUBLIC SCHOOL MONEY PROBLEMS, (2) AN ANALYSIS AND COMPARISON OF TWO HYPOTHETICAL SCHOOL DISTRICT PROGRAMS, (3) A HISTORICAL BACKGROUND OF PUBLIC SCHOOL FINANCE, (4) SOME BASIC QUESTIONS WITH RESPECT TO THE RATIONALE FOR PUBLIC SUPPORT OF EDUCATION, (5) THE SCHOOL BUDGET, AND (6) CHARACTERISTICS OF A GOOD SCHOOL FINANCE PROGRAM. REFERENCES FOR EACH TOPIC AND A GLOSSARY OF TERMS USED IN THE TEXT ARE PROVIDED. (TT)

ED024138 EA001764
MATHEMATICAL MODELS IN EDUCATIONAL PLANNING. EDUCATION AND DEVELOPMENT, TECHNICAL REPORTS. APR 67, 290P.

THIS VOLUME CONTAINS PAPERS, PRESENTED AT A 1966 OECD MEETING, ON THE POSSIBILITIES OF APPLYING A NUMBER OF RELATED TECHNIQUES SUCH AS MATHEMATICAL MODEL BUILDING, SIMULATION, AND SYSTEMATIC CONTROL THEORY TO THE PROBLEMS OF EDUCATIONAL PLANNING. THE AUTHORS AND THEIR PAPERS ARE (1) RICHARD STONE, "A VIEW OF THE CONFERENCE," (2) HECTOR CORREA, "A SURVEY OF MATHEMATICAL MODELS IN EDUCATIONAL PLANNING," (3) THE FORECASTING INSTITUTE OF THE SWEDISH CENTRAL BUREAU OF STATISTICS, "PROJECTION MODELS OF THE SWEDISH EDUCATIONAL SYSTEM," (4) TORE THONSTAD, "A MATHEMATICAL MODEL OF THE NORWEGIAN EDUCATIONAL SYSTEM," (5) PETER ARMITAGE AND CYRIL SMITH, "THE DEVELOPMENT OF COMPUTABLE MODELS OF THE BRITISH EDUCATIONAL SYSTEM AND THEIR POSSIBLE USES," (6) JEAN BENARD, "GENERAL OPTIMIZATION MODEL FOR THE ECONOMY AND EDUCATION," (7) C. C. VON WEIZSACKER, "TRAINING POLICIES UNDER CONDITIONS OF TECHNICAL PROGRESS: A THEORETICAL TREATMENT," (8) PAUL ALPER, "INTRODUCTION OF CONTROL CONCEPTS IN EDUCATIONAL PLANNING MODELS," AND (9) PAUL L. DRESSEL, "COMMENTS ON THE USE OF MATHEMATICAL MODELS IN EDUCATIONAL PLANNING." A RELATED DOCUMENT IS EA 001 765. (HW)

ED024139 EA001765
ECONOMETRIC MODELS OF EDUCATION, SOME APPLICATIONS. EDUCATION AND DEVELOPMENT, TECHNICAL REPORTS. TINBERGEN, JAN; AND OTHERS, MAR 65, 97P.

THIS REPORT CONTAINS FIVE PAPERS WHICH DESCRIBE MATHEMATICAL MODELS OF THE EDUCATIONAL SYSTEM AS IT RELATES TO ECONOMIC GROWTH. EXPERIMENTAL APPLICATIONS OF THE MODELS TO PARTICULAR EDUCATIONAL SYSTEMS ARE DISCUSSED. THREE PAPERS, BY L. J. EMMERIJ, J. BLUM, AND G. WILLIAMS, DISCUSS PLANNING MODELS FOR THE CALCULATION OF EDUCATIONAL REQUIREMENTS FOR ECONOMIC DEVELOPMENT IN SPAIN, TURKEY, AND GREECE. AUTHORS AND TITLES OF THE OTHER TWO PAPERS ARE (1) J. TINBERGEN AND H. C. BOS, "A PLANNING MODEL FOR THE EDUCATIONAL REQUIREMENTS OF ECONOMIC DEVELOPMENT," AND (2) J. TINBERGEN AND H. C. BOS, "APPRAISAL OF THE MODEL AND RESULTS OF ITS APPLICATION." A RELATED DOCUMENT IS EA 001 764. (HW)

ED024143 EA001791
SOME ECONOMIC CONSIDERATIONS IN EDUCATIONAL PROJECT PLANNING. 31 JUL 68, 14P.

SELECTION, TERMINATION, AND LONGTERM FUNDING OF EDUCATIONAL PROJECTS ARE EACH DISCUSSED IN TERMS OF RELEVANT ECONOMIC CONSIDERATIONS. PLANNING A PROJECT REQUIRES MANIPULATION OF THE VARIABLES TIME, COST, PERFORMANCE, AND RELIABILITY, TO OBTAIN THE BEST REQULTS WHENEVER CONSTRAINTS ARE PLACED ON ONE OR MORE OF THE VARIABLES. A MAJOR DIFFICULTY WITH PROJECT TERMINATION, WHICH SHOULD BE DONE WHEN FURTHER INVESTMENT YIELDS NO POSITIVE RESULTS, IS ESTABLISHING PROCEDURES FOR THE TERMINATION. IN LONGTERM PLANNING, IT SHOULD BE RECOGNIZED THAT RESEARCH COSTS ARE ONLY A SMALL PART OF THE TOTAL COSTS OF A SUCCESSFUL PROJECT. THE RESEARCH-DEVELOPMENT-PRODUCTION SEQUENCE GENERALLY SHOWS AN EVER INCREASING CURVILINEAR RELATIONSHIP IN TERMS OF COST. (HW)

ED024145 EA001794
THE IMPACT OF SYSTEMS ANALYSIS ON EDUCATION. 18 APR 68, 12P.

THE NATURE AND EXTENT OF SYSTEMS ANALYSIS IN EDUCATION IS DISCUSSED IN TERMS OF THE FOLLOWING SPECIFIC APPLICATIONS: (1) INSTRUCTIONAL SYSTEMS WHERE THE CONCERN IS WITH THE COMPONENTS OF THE SYSTEM (E.G., TEACHERS, STUDENTS, MATERIAL TO BE TAUGHT, OR AUDIOVISUAL SYSTEMS) AND THEIR INTERACTION IN THE LEARNING PROCESS, (2) PROJECT MANAGEMENT SYSTEMS FOR THE PLANNING AND CONTROLLING OF A WIDE VARIETY OF EDUCATIONAL PROJECTS, (3) MANAGEMENT INFORMATION SYSTEMS FOR BETTER DECISION MAKING BY CHIEF SCHOOL OFFICIALS, (4) PLANNING-PROGRAMMING-BUDGETING SYSTEMS FOR SELECTING AMONG ALTERNATIVES TO REACH PROGRAM GOALS, AND (5) OPERATIONS RESEARCH WHICH ATTEMPTS TO IDENTIFY THE RELEVANT VARIABLES MAKING UP THE TOTAL SYSTEM AND SUBSYSTEMS AND TO SECURE QUANTITATIVE DATA FOR EACH VARIABLE. TWO PROBLEMS INVOLVED IN DISCUSSING SYSTEMS ANALYSIS IN EDUCATION--TERMINOLOGY AND THE DIFFICULTY OF SECURING EVIDENCE ABOUT ITS IMPACT AND APPLICATION--ARE OUTLINED. WARNINGS AND RECOMMENDATIONS REGARDING THE ROLE OF SYSTEMS ANALYSIS IN EDUCATION ARE PRESENTED. (HW)

ED024147 EA001799
ALTERNATIVES IN EDUCATIONAL EXPENDITURE POLICY FOR THE STATE OF ILLINOIS. HICKROD, G. ALAN; HUBBARD, BEN C., OCT 68, 35P.

THIS PAPER (1) PROVIDES BACKGROUND ON TYPES OF STATE AID TO EDUCATION AND DESCRIBES HOW THEY WORK, (2) DISCUSSES THE EXISTING EXPENDITURE STRUCTURE IN ILLINOIS, (3) DESCRIBES AND ANALYZES THE FIXED FOUNDATION (STRAYER-HAIG), VARIABLE FOUNDATION, PERCENTAGE EQUALIZATION, AND RESOURCE EQUALIZER FORMULAE USED FOR EQUALIZATION AID IN THE UNITED STATES, AND (4) ANALYZES ALTERNATIVES IN EDUCATIONAL EXPENDITURE POLICY FOR ILLINOIS. IT IS SUGGESTED THAT EQUALIZATION FORMULAE SHOULD INCLUDE WEIGHTING FOR INCOME AND HUMAN RESOURCES BECAUSE PROPERTY VALUATION, THE TRADITIONAL MEASURE OF ABILITY TO PAY, IS BECOMING MORE EQUALIZED AMONG DISTRICTS. ALTHOUGH ALTERNATIVES IN EXPENDITURE POLICY ARE PRESENTED, NO POLICY IS RECOMMENDED AS BEST. (TT)

ED024150 EA001803
PROFESSIONAL GROWTH REQUIREMENTS, 1965-66. JUL 66, 33P.
HC NOT AVAILABLE FROM EDRS.

THIS REPORT ON PROFESSIONAL GROWTH REQUIREMENTS FOR CLASSROOM TEACHERS IN THE UNITED STATES PRESENTS DATA SHOWING THE AMOUNT OF PROFESSIONAL GROWTH REQUIRED FOR SALARY INCREMENTS IN THE 307 REPORTING SCHOOL SYSTEMS. THE SURVEY INCLUDES DATA ON (1) SEMESTER-HOUR REQUIREMENTS AND TIME LIMITS SPECIFIED, (2) ACTIVITIES REQUIRED IN EACH SYSTEM, (3) PROVISIONS FOR TIME OFF FROM REGULAR DUTIES, (4) PRACTICES IN REQUIRING PRIOR APPROVAL OF ACTIVITIES, (5) WHETHER SABBATICAL LEAVE ACTIVITIES ARE COUNTED, AND (6) WHO EVALUATES THE ACTIVITIES. IN ADDITION TO THE TABLES LISTING INFORMATION BY STATE AND SCHOOL DISTRICT, SUMMARY TABLES GIVING AN OVERVIEW OF PROFESSIONAL GROWTH PRACTICES ARE INCLUDED. (TT)

ED024151 EA001804
SELECTED STATISTICS OF LOCAL SCHOOL SYSTEMS, 1964-65. SEP 66, 104P.
HC NOT AVAILABLE FROM EDRS.

THIS REPORT ON LOCAL SCHOOL SYSTEM STATISTICS IN THE UNITED STATES PRESENTS DATA FOR 140 UNIFIED SCHOOL SYSTEMS WITH ENROLLMENTS OF 25,000 OR MORE AND FOR 157 HIGH SALARY SCHOOL SYSTEMS WITH FEWER THAN 25,000 STUDENTS. INCLUDED ARE SELECTED STATISTICS ON (1) PUPILS IN SCHOOL, (2) CLASSROOM TEACHERS (DEGREES AND TURNOVER), (3) PERCENTS OF REVENUE RAISED LOCALLY, (4) PROPERTY TAX RATES, (5) MAJOR ITEMS OF EXPENDITURE, (6) FISCAL DEPENDENCE OR INDEPENDENCE, AND (7) THE RESULTS OF REFERENDUMS ON SCHOOL BONDS AND INCREASES IN TAX RATES. THE DATA ARE PRESENTED IN SUMMARY FORM AND BY SCHOOL DISTRICT. (TT)

ED024154 EA001808
PLANNING FOR EDUCATIONAL DEVELOPMENT IN A PLANNING, PROGRAMMING, BUDGETING SYSTEM. MUSHKIN, SELMA J.; CLEAVELAND, JAMES R., 68, 45P.
HC NOT AVAILABLE FROM EDRS.

THIS DOCUMENT DISCUSSES PLANNING FOR EDUCATIONAL DEVELOPMENT BY MEANS OF A PLANNING, PROGRAMMING, BUDGETING SYSTEM. A PPB SYSTEM IS DEFINED AND ITS BASIC OPERATION IS DESCRIBED. VARIOUS WAYS IN WHICH THE BROADER PURPOSES OF GOVERNMENTS MAY BE CLASSIFIED IN TERMS OF THEIR OBJECTIVES ARE PRESENTED WITH EMPHASIS ON HOW THE LEARNING OBJECTIVE MIGHT FIT INTO A PROGRAM STRUCTURE FOR GOVERNMENT. WITH THIS BACKGROUND, A PPB SYSTEM IS APPLIED TO EDUCATION AS COST EFFECTIVENESS ANALYSIS FOR LEARNING. COST EFFECTIVENESS ANALYSIS IS DEFINED, MEASUREMENT OF ALTERNATIVE PROGRAM COSTS AND PROGRAM EFFECTIVENESS IS DESCRIBED, AND THE RELATIONSHIP OF THE TWO ELEMENTS IS EXPLORED. AN ILLUSTRATIVE EXAMPLE OF THE PROCESS OF COST EFFECTIVENESS ANALYSIS IS APPENDED. (TT)

ED024155 EA001831
GUIDELINES FOR SCHOOL DISTRICT ORGANIZATION. A PROJECT REPORT. JUL 68, 183P.

THE GREAT PLAINS SCHOOL DISTRICT ORGANIZATION PROJECT, APPROVED BY THE STATE BOARDS OF EDUCATION IN IOWA, MISSOURI, NEBRASKA, AND SOUTH DAKOTA AND FINANCED BY THE ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965, HAD TWO OBJECTIVES: (1) TO STRENGTHEN THE STATE DEPARTMENTS OF EDUCATION, AND (2) TO SEEK WAYS AND MEANS OF STRENGTHENING THE DEPARTMENTS BY IMPROVING SCHOOL DISTRICT ORGANIZATION. THIS REPORT PRESENTS THE FINDINGS AND RECOMMENDATIONS RESULTING FROM THE 2-YEAR STUDY. THE INFORMATION FOR THE REPORT CAME FROM POSITION PAPERS PREPARED FOR THE PROJECT STAFF, FROM A REVIEW OF THE LITERATURE CONCERNING SCHOOL DISTRICT ORGANIZATION, AND FROM COMMENTS AND SUGGESTIONS RECEIVED FROM LEGISLATIVE, LAY, AND PROFESSIONAL PERSONNEL IN ATTENDANCE AT TWO FOUR-STATE CONFERENCES ON SCHOOL DISTRICT ORGANIZATION. FOURTEEN ORGANIZATIONAL GUIDELINES RESULTED FROM THE STUDY. (HW)

ED024165 EC001886
NORTH CAROLINA PUBLIC SCHOOLS: A STATUS REPORT OF THE PROGRAM FOR EDUCABLE MENTALLY RETARDED CHILDREN. 67, 35P.

THE STATUS OF THE NORTH CAROLINA PUBLIC SCHOOL PROGRAM FOR EDUCABLE MENTALLY RETARDED (EMR) CHILDREN IS REPORTED. DATA OBTAINED FROM STATE REPORT FORMS AND TEACHER COMPLETED QUESTIONNAIRES DESCRIBE ADMINISTRATION, TEACHERS, PUPILS, AND CURRICULUM. FOUR TABLES ON THE ADMINISTRATIVE SETTING PRESENT A SUMMARY BY YEARS OF NUMBERS OF TEACHERS AND PUPILS IN THE EMR PROGRAM, PERSONNEL RESPONSIBLE FOR LOCAL UNIT COORDINATION OF SPECIAL EDUCATION PROGRAMS, LEVEL OF EMR CLASSES, AND AVAILABILITY OF SEQUENTIAL PROGRAMS. EIGHT TABLES ON EMR TEACHERS TREAT AGE, TYPE OF CERTIFICATE, TRAINING IN SPECIAL EDUCATION, COLLEGE ATTENDED, EMR AND OTHER TEACHING EXPERIENCE, INSERVICE TRAINING, AND TEACHER'S AIDES (HOURS PER DAY). ON EMR PUPILS, THREE TABLES GIVE AGE RANGE OF CLASSES, IQ RANGES (WITH A GRAPHIC REPRESENTATION), AND TESTS USED FOR SCREENING. SIX TABLES ON CURRICULUM GIVE SUBJECT AREAS TAUGHT, METHODS AND MATERIALS USED, SECONDARY CLASSES WITH WORK PLACEMENT PROGRAMS, REGULAR NONACADEMIC ATTENDANCE AT THE SECONDARY LEVEL, AND REGULAR CLASS SUBJECTS IN WHICH EMR STUDENTS PARTICIPATED. NORTH CAROLINA SERVICES ARE COMPARED TO THOSE OF SIX OTHER STATES IN AN ADDITIONAL TABLE. EIGHT RECOMMENDATIONS ARE PRESENTED. APPENDIXES PROVIDE THE EMR TEACHER QUESTIONNAIRE AND THE CLASS REPORT FORM. (BW)

ED024215 EF001965
BUILDING BETTER SCHOOLS FOR VERMONT. JUN 66, 47P.

A BOOKLET DESIGNED TO ASSIST AND ADVISE LOCAL DISTRICTS ON PROCEDURES AND STANDARDS INVOLVED IN OBTAINING STATE AID, AND TO ENCOURAGE NEW IDEAS IN SCHOOL CONSTRUCTION. THE SUGGESTED PLANNING PROCESS BEGINS WITH AN ANALYSIS OF THE AREA AND THE TOTAL POPULATION TO BE SERVED. A CONSULTANT IS RECOMMENDED TO EXAMINE THE PROBLEMS OF OPTIMUM DISTRICT SIZE AND TO PROJECT FUTURE SCHOOL POPULATIONS BASED ON PRESENT TRENDS. ONCE THESE PARAMETERS HAVE BEEN DETERMINED, LIMITS CAN BE SET ON THE SIZE AND SCOPE OF THE PROPOSED SCHOOL. CURRICULUM PLANNING, INCLUDING OTHER COMMUNITY USES FOR THE SCHOOL, FOLLOWS. THE SECOND STAGE OF THE PLANNING INVOLVES EVALUATION OF PRESENT FACILITIES, SUGGESTIONS FOR SELECTION OF AN ARCHITECT AND A SITE, AND FINANCIAL CONSIDERATIONS WITH RESPECT TO STATE AID AND LOCAL COST. GUIDELINES FOR LIBRARIES, CLASSROOMS, AND A VARIETY OF CURRICULUM SPECIALITIES ARE SUGGESTED AS ARE STANDARDS FOR A NUMBER OF FACILITIES SERVICES. AN ACCOMPANYING CHART CARRIES RECOMMENDED MINIMUM STANDARDS FOR VOCATIONAL AND INDUSTRIAL ART EDUCATION DEPARTMENTS. (FPO)

ED024222 EF002101
PURCHASING MANUAL. JAN 68, 66P.

A CONCISE REFERENCE GUIDE FOR KENTUCKY SCHOOL ADMINISTRATORS AND PURCHASING OFFICIALS REGARDING DESIRABLE PURCHASING PRACTICES. THE SIZE OF THE SCHOOL SYSTEM WILL DETERMINE THE MANNER IN WHICH THE PURCHASING PROGRAM SHOULD BE IMPLEMENTED. ALTHOUGH METHODS MAY VARY, THE PRINCIPLES OF GOOD MANAGEMENT ARE APPLICABLE TO BOTH LARGE AND SMALL SCHOOL DISTRICTS. AMONG THE ITEMS DISCUSSED ARE THE LEGAL ASPECTS OF PURCHASING, EDUCATIONAL SUPPLIES AND EQUIPMENT INCLUDING BASIC NEEDS AND STANDARDS OF QUALITY, MAINTENANCE AND REPAIR MATERIALS, FOOD SERVICE, INSURANCE AND BONDS, WAREHOUSING AND STORAGE DISTRIBUTION, AND SCHOOL BUS TRANSPORTATION. A GLOSSARY OF LEGAL PURCHASING TERMS IS INCLUDED. (NI)

ED024226 EF002127
MANUAL FOR SCHOOL ADMINISTRATORS ON SCHOOL PLANT PLANNING. 64, 54P.

A SET OF GUIDELINES DESIGNED TO ASSIST LOCAL SUPERINTENDENTS WITH SCHOOL PLANT PLANNING. THE HISTORICAL BACKGROUND OF THE SUBJECT IS BRIEFLY MENTIONED THEN THE SCHOOL PROGRAM, ADMINISTRATION OF THE SCHOOL PLANT PROGRAM, PLANT SURVEY AND THE PREPARATION OF EDUCATIONAL SPECIFICATIONS ARE DISCUSSED. SELECTION AND PURCHASE OF SCHOOL SITES ARE GONE INTO AS ARE ARCHITECTURAL SERVICES AND FINANCING THE BUILDING PROGRAM. CONSTRUCTION, LEGAL AUTHORITY, FURNITURE AND EQUIPMENT, HEATING, LIGHTING AND INSURANCE ARE LIKEWISE DISCUSSED. THE FINAL CHAPTER CONTAINS RULES, REGULATIONS AND STANDARDS APPLICABLE TO THE STATE OF TENNESSEE. (NI)

ED024237 EF002337
PLANNING MODEL FOR SCHOOL FACILITIES. A PLANNING MODEL FOR A SECONDARY SCHOOL UTILIZING A MULTI-DIMENSIONAL APPROACH FOR OPTIMUM FLEXIBILITY. SEP 68, 172P.

THAT THE CONSTRUCTION OF A MULTIMILLION DOLLAR SCHOOL PLANT SHOULD BE THE RESULT OF THE COMMUNITY'S BEST POSSIBLE THOUGHT, SINCE CONCRETE AND STEEL ARE NOT SUITABLE MEDIA FOR NECESSARY FUTURE CHANGES IN THE EDUCATIONAL ENVIRONMENT, IS THE BASIC PHILOSOPHY OF THIS REPORT. ARCHITECTS, ADMINISTRATORS, TEACHERS, SCHOOL COMMITTEEMEN, AND CONSULTANTS ALL PARTICIPATED IN DESIGNING BOTH A NEW PHYSICAL PLAN AND A COMPATIBLE CURRICULUM. THIS WAS ACCOMPLISHED WITHOUT A COMMUNICATIONS GAP AMONG THE PARTICIPANTS BY THE EMPLOYMENT OF A PHYSICAL MODEL OF A PROPOSED SCHOOL PLAN. BY OBSERVING THE PHYSICAL MODEL WITH MOVABLE ELEMENTS AND SIMULATION TECHNIQUES, PLANNERS WERE ABLE TO COMPREHEND MORE QUICKLY AND RELATE THE NUMBER OF VARIABLES PRESENT IN CURRICULUM CHANGE, NEW COURSE STRUCTURE, OR THE DESIGN OF THE BUILDING TO HOUSE INSTRUCTIONAL PROGRAMS. THE EDUCATIONAL SPECIFICATIONS FOR THE CHELMSFORD PARK HIGH SCHOOL ARE INCLUDED AS ARE RECOMMENDATIONS FOR SIMULATION AS AN INSTRUCTIONAL TOOL. THE APPENDICES INCLUDE A SECTION ON TEACHER TRAINING (A SYSTEM CONCEPT FOR DEVELOPING TEACHER EMPATHY), A SAMPLE COMMUNITY QUESTIONNAIRE, AND THE PLANNING SCHEDULE FOR THE PROPOSED HIGH SCHOOL. A BIBLIOGRAPHY OF SOURCES ON SCHOOL PLANNING IS ALSO INCLUDED. (NI)

ED024239 EF002348
CRACKS IN THE BELFRY, A CALIFORNIA SCHOOL CRISIS. 68, 55P.

IN ADDITION TO THE USUAL PROBLEMS ASSOCIATED WITH SCHOOL CONSTRUCTION AND SAFETY STANDARDS EXPERIENCED BY MOST STATES, CALIFORNIA HAS THE ADDITIONAL ONE OF COPING WITH EARTHQUAKES. OLDER SCHOOL BUILDINGS WHICH MAY NO LONGER PROVIDE A SAFE OR ADEQUATE ENVIRONMENT FOR EDUCATION HAVE BECOME A MATTER OF INCREASING CONCERN TO LEGISLATORS AND RESPONSIBLE CITIZENS. ASSEMBLY BILL 450 WHICH WAS PASSED IN 1967 INTENDS THAT ALL STRUCTURALLY DEFICIENT PRE-1933 SCHOOL BUILDINGS WILL HAVE BEEN REPAIRED OR REPLACED BY 1983. THUS THE CRISIS IS ONE WHICH IS TAXING THE IMAGINATION AND RESOURCES OF SCHOOL OFFICIALS WHOSE BUILDINGS DO NOT COMPLY WITH THE STATE SAFETY STANDARDS. THE MAGNITUDE OF THE PROBLEM IS DISCUSSED IN TERMS OF DOLLARS AND CENTS. SURVEY EXPECTATIONS ARE OUTLINED FOR THOSE DISTRICTS THAT REQUEST A SAFETY SURVEY ALONG WITH RECOMMENDATIONS FOR MODERNIZATION. THE QUESTION OF REHABILITATION VERSUS REPLACEMENT IS PRESENTED ALONG WITH GUIDELINES IN TERMS OF A QUESTIONNAIRE FOR THE DETERMINATION OF EDUCATIONAL ADEQUACY. IN SALVAGING OLD SCHOOLS FACILITY UPGRADING, SUGGESTIONS ARE MADE THAT THE PRIMARY CONSIDERATIONS IN ADDITION TO EARTHQUAKE SAFETY SHOULD BE TO PROVIDE OPEN, FLEXIBLE SPACES WHERE INTERIORS CAN BE READILY MODIFIED TO ACCOMMODATE MANY VARIED TEACHING-LEARNING ACTIVITIES. (NI)

ED024273 EM006960
COST STUDY OF EDUCATIONAL MEDIA SYSTEMS AND THEIR EQUIPMENT COMPONENTS. VOLUME I, GUIDELINES FOR DETERMINING COSTS OF MEDIA SYSTEMS. FINAL REPORT. MAY 68, 78P.

OBJECTIVE COST ESTIMATES FOR PLANNING AND OPERATING SYSTEMS SHOULD BE MADE AFTER AN ASSESSMENT OF ADMINISTRATIVE FACTORS (SCHOOL ENVIRONMENT) AND INSTRUCTIONAL FACTORS (LEARNING OBJECTIVES, TYPE OF PRESENTATION). SPECIFICATION OF APPROPRIATE SENSORY STIMULI AND THE DESIGN OF ALTERNATIVE SYSTEMS ALSO PRECEDE COST ESTIMATIONS FOR PRODUCTION, DISTRIBUTION, AND RECEPTION. RESEARCHERS DEFINE A HYPOTHETICAL EDUCATIONAL TASK AS A BASIS FOR COST COMPARISON OF ALTERNATIVE SYSTEMS, EXCLUDING COMPUTER-ASSISTED INSTRUCTION (CAI) FROM ASSESSMENT CHARTS. COST-SAVING CONSIDERATIONS MODIFY THE UTILIZATION AND TECHNOLOGY OF MEDIA SYSTEMS AND THE ORGANIZATION OF EDUCATIONAL SYSTEMS. AN APPENDIX TO VOLUME I PRESENTS METHODOLOGY FOR ESTIMATING COSTS, A SUMMARY OF CAI APPLICATIONS AND EXPENSES, AND EDUCATIONAL ENVIRONMENT MODELS. (TI)

ED024281 EM006977
COST STUDY OF EDUCATIONAL MEDIA SYSTEMS AND THEIR EQUIPMENT COMPONENTS. VOLUME III, A SUPPLEMENTARY REPORT: COMPUTER ASSISTED INSTRUCTION. FINAL REPORT. MAY 68, 114P.

THE COST-ED MODEL (COSTS OF SCHOOLS, TRAINING, AND EDUCATION) OF THE INSTRUCTIONAL PROCESS ENCOURAGES THE RECOGNITION OF MANAGEMENT ALTERNATIVES AND POTENTIAL COST-SAVINGS. IT IS USED TO CALCULATE THE MINIMUM COST OF PERFORMING SPECIFIED INSTRUCTIONAL TASKS. COST-ED COMPONENTS ARE PRESENTED AS COST MODULES IN A FLOWCHART FORMAT FOR MANPOWER, TEACHERS, FACILITIES, ATTRITION, AND STUDENT OPPORTUNITY. COMPUTER-ASSISTED INSTRUCTION (CAI) IS AN EDUCATIONAL MEDIUM WHICH CAN BE DESCRIBED WITHIN THE CONTEXT OF THE COST-ED MODEL. CAI EQUIPMENT COST FACTORS ARE DEFINED ON THE BASIS OF FUNCTIONS PERFORMED: INSTRUCTIONAL PROCESS CONTROL, CURRICULUM AVAILABILITY, OR STUDENT-SYSTEM COMMUNICATION. RADICAL ECONOMIC DIFFERENCES BETWEEN CAI AND CLASSROOM IN-

STRUCTION EXPLAIN THE "ALL-OR-NOTHING-EFFECT": CAI CAN BE ECONOMICALLY JUSTIFIED ONLY IF IT BECOMES THE DOMINANT MODE OF INSTRUCTION IN A GIVEN INSTRUCTIONAL ENVIRONMENT. UNTIL CAI COSTS DECLINE, APPLICATIONS WILL BE CONFINED TO THE MILITARY, WELFARE, AND INDUSTRIAL SECTORS OF THE NATION. THE EXPANSION OF CAI INTO PUBLIC EDUCATION DEPENDS ON METHODS OF SUBMITTING, SOLICITING, AND EVALUATING CAI PROJECTS AND ON PUBLIC POLICY MEASURES IN BEHALF OF THE EDUCATIONAL TECHNOLOGY INDUSTRY. (TI)

ED024286 EM007013
COST STUDY OF EDUCATIONAL MEDIA SYSTEMS AND THEIR EQUIPMENT COMPONENTS. VOLUME II, TECHNICAL REPORT. FINAL REPORT. JUN 68, 334P.

A COMMON INSTRUCTIONAL TASK AND A SET OF EDUCATIONAL ENVIRONMENTS ARE HYPOTHESIZED FOR ANALYSIS OF MEDIA COST DATA. THE ANALYTIC STRUCTURE MAY BE CONCEPTULIZED AS A THREE-DIMENSIONAL MATRIX.

ED024313 FL001177
LANGUAGE DEVELOPMENT FISHMAN, JOSHUA A.; AND OTHERS, OCT 68, 69P.

THE FIVE PAPERS COLLECTED IN THIS BOOKLET PRESENT AN OVERALL VIEW OF LANGUAGE DEVELOPMENT FROM THE EARLY 1950'S TO THE PRESENT. JOSHUA A. FISHMAN DISCUSSES LANGUAGE AND THE PROBLEMS OF SOCIAL AND NATIONAL DEVELOPMENT AND INDICATES HOW SOCIOLINGUISTIC RESEARCH MAY ILLUMINATE THESE PROBLEMS. ALBERT H. MARCKWARDT CONSIDERS THE TEACHING OF ENGLISH AS A FOREIGN LANGUAGE, DISCUSSING THE POSTWAR AND PRESENT SITUATIONS, THE ROLE OF LINGUISTICS, TEACHING MATERIALS, AND THE TEACHER SHORTAGE. KENNETH MILDENBERGER DISCUSSES PROGRESS IN TEACHING AND RESEARCH IN BOTH THE COMMONLY AND UNCOMMONLY TAUGHT LANGUAGES, CONSIDERING LEARNING THEORIES, INSTRUCTIONAL IMPROVEMENT, INSTRUCTIONAL MATERIALS, PROFESSIONALISM, AND FEDERAL AID. IMPLICATIONS OF THE NEW TECHNOLOGY FOR LANGUAGE TEACHING ARE EXAMINED BY WILBUR SCHRAMM, WHO DISCUSSES THE PRESENT AND POSSIBLE FUTURE USES OF ACCEPTED TECHNOLOGICAL DEVICES AND EXAMINES THE MORE CONTROVERSIAL TECHNOLOGICAL DEVELOPMENTS. MELVIN F. FOX REPORTS ON FORD FOUNDATION ACTIVITIES (1951-66) IN SUPPORT OF FOREIGN LANGUAGE TEACHING AND THE TEACHING OF ENGLISH AS A SECOND LANGUAGE AT HOME AND ABROAD. (AR)

ED024409 LI001082
THE HARVARD UNIVERSITY LIBRARY, 1966-1976, REPORT OF A PLANNING STUDY SUBMITTED TO THE PRESIDENT OF THE UNIVERSITY BY THE DIRECTOR OF THE UNIVERSITY LIBRARY AND THE UNIVERSITY LIBRARIAN. MAY 66, 90P.

THE DECADE 1966-1976 AND ITS IMPLICATIONS FOR THE HARVARD UNIVERSITY LIBRARY ARE THE SUBJECT OF THIS REPORT. THE PROBLEMS EXAMINED INCLUDE LIBRARY COLLECTION POLICIES, THE IMPACT OF COMPUTERS AND OTHER TECHNICAL INNOVATIONS ON THE LIBRARY'S OPERATIONS AND SERVICES, AVAILABILITY OF ADDITIONAL RESOURCES AND POSSIBLE SAVINGS THROUGH INTERLIBRARY COOPERATION, AND QUESTIONS OF PERSONNEL, SPACE, AND FINANCE. ONE MAJOR CONCLUSION OF THE REPORT IS THAT AN ANNEX TO WIDENER SHOULD BE CONSTRUCTED. A SECOND CONCLUSION IS THAT BY 1975/76 AN ADDITIONAL $2,100,000 PER YEAR OVER THE 1964/65 BUDGET WILL BE NEEDED TO PURCHASE LIBRARY MATERIALS, AS WELL AS AN ADDITIONAL $6,800,000 FOR OTHER LIBRARY EXPENDITURES. APPENDIX A PROVIDES TABLES AND CHARTS DESCRIBING VARIOUS ASPECTS OF THE HARVARD LIBRARY'S OPERATIONS BY YEARS FROM 1953/54 WITH EXTRAPOLATIONS TO 1975/76. APPENDIX B GIVES STATEMENTS ON INDIVIDUAL UNITS OF THE LIBRARY. (CC)

ED024411 LI001090
A STUDY OF CONDITIONS AND SERVICES IN SCHOOL LIBRARIES IN THE STATE OF ARIZONA. A SUPPLEMENTARY REPORT OF THE ARIZONA LIBRARY SURVEY. JAN 68, 224P.

THE PURPOSE OF THIS STUDY WAS TO DETERMINE CONDITIONS AND SERVICES IN ARIZONA'S PUBLIC, PRIVATE, AND PAROCHIAL SCHOOL LIBRARIES. THE DATA, MOSTLY FOR THE SCHOOL YEAR 1965/66, WERE COLLECTED ON QUESTIONAIRES SENT TO LIBRARIANS AND SCHOOL AUTHORITIES. THE SURVEY COVERS THE LIBRARIES' ORGANIZATION AND ADMINISTRATION, PHYSICAL FACILITIES, SERVICES, EXPENDITURES, PERSONNEL, MATERIALS, AND DISTRICT LIBRARY PROGRAMS. THE STUDY SHOWS SUBSTANTIAL DIVERSITY IN QUALITATIVE AND QUANTITATIVE ASPECTS OF SCHOOL LIBRARIES IN ARIZONA, BUT ALSO INDICATES THAT THERE SEEMS TO BE A GENERAL TREND IN THE STATE TOWARD DEVELOPING STRONGER SCHOOL LIBRARY PROGRAMS. MATERIAL GIVEN IN THE APPENDICES INCLUDES DATA FOR PUBLIC AND NON-PUBLIC SCHOOLS, AND THE QUESTIONNAIRES AND BOOK COLLECTION LISTS USED IN THE SURVEY. (CC)

ED024425 LI001145
INTERLIBRARY COOPERATION UNDER TITLE III OF THE LIBRARY SERVICES AND CONSTRUCTION ACT JUN 67, 83P.

THIS PRELIMINARY EXPLORATION OF POSSIBLE APPROACHES IN CALIFORNIA TO IMPLEMENTATION OF TITLE III OF THE LIBRARY SERVICES AND CONSTRUCTION ACT (LSCA) IS BASED ON A REVIEW OF THE LITERATURE ON LIBRARY COOPERATION, AN EXAMINATION OF EXISTING DATA ON CALIFORNIA LIBRARIES, AND INTERVIEWS WITH KAY PEOPLE IN THE CALIFORNIA LIBRARY FIELD. THE REPORT EXAMINES: (1) THE LEGISLATIVE AND PROFESSIONAL BACKGROUND OF COOPERATIVE LIBRARY SYSTEMS IN CALIFORNIA, (2) EXISTING CALIFORNIA COUNTY AND REGIONAL LIBRARY SYSTEMS, (3) PRESENT AND PROPOSED COOPERATIVE EFFORTS AMONG THE SEVERAL TYPES OF LIBRARIES, (4) THE DESIRABLE OBJECTIVES OF SUCH EFFORTS, (5) POSSIBLE ORGANIZATIONAL STRUCTURES AND BASES OF FINANCIAL SUPPORT, AND (6) AVENUES OF FURTHER STUDY AND PLANNING. THE SEVEN MAJOR AREAS OF POSSIBLE COORDINATION THAT MIGHT BE INCORPORATED INTO TITLE III PROJECTS ARE COMMUNICATION, BIBLIOGRAPHICAL SERVICES, DELIVERY SERVICES, REFERENCE SERVICES, ORDER AND CATALOG PROCESSES, COLLECTION BUILDING, AND MECHANIZATION. RECOMMENDED ORGANIZATIONAL STRUCTURE INVOLVES THREE PATTERNS OF COORDINATION: (1) GEOGRAPHICAL OR REGIONAL SYSTEMS, (2) SYSTEMS OF SPECIAL SUBJECT LIBRARIES, AND (3) STATEWIDE SERVICES BY MAJOR RESEARCH LIBRARIES AND THE STATE LIBRARY, INVOLVING AN EXTENSION OF THE STATE LIBRARY'S RESPONSIBILITY TO INCLUDE SERVICE TO ALL TYPES OF LIBRARIES. (JB)

ED024479 RC002080
STATE OF ALASKA REGIONAL SECONDARY SCHOOL SYSTEM IMPLEMENTATION PLAN. FINAL REPORT. CUMMISKEY, J.K.; AND OTHERS, 3 FEB 67, 95P.

A DETAILED STUDY OF ALASKAN EDUCATION AND POPULATION REPORTS AND STATISTICS, AND EVALUATION OF REGIONAL SITES HAS RESULTED IN RECOMMENDATIONS FOR A TWO-PHASE FACILITIES IMPLEMENTATION PLAN: (1) CONSTRUCTION OF 6 LARGE REGIONAL SECONDARY SCHOOLS (BY 1974) AND A CENTER FOR ARCTIC EDUCATION AND RESEARCH (BY 1969) AND (2) COMPLETION OF A TOTAL OF 14 SECONDARY SCHOOLS BY 1980. EDUCATIONAL OBJECTIVES, SCHOOL AND HOUSING NEEDS, COMPENSATORY PROGRAMS, COSTS AND FUNDING, AND THE ECONOMIC AND SOCIAL IMPACT OF REGIONAL SECONDARY SCHOOLS ARE DISCUSSED. SUMMARY RECOMMENDATIONS, A BIBLIOGRAPHY, AND APPENDICES CONCLUDE THE DOCUMENT. A RELATED DOCUMENT IS RC 002 508. (SW)

ED024480 RC002508
POSITION PAPER ON TRAINING CORPORATION OF AMERICA AND SECONDARY EDUCATION FOR ALASKA'S RURAL YOUTH. 7 MAR 67, 21P.

THE ALASKA STATE DEPARTMENT OF EDUCATION'S POSITION PAPER ON THE SIZE AND TYPE OF SECONDARY SCHOOLS NEEDED FOR ALASKA'S RURAL YOUTH INCLUDES A REVISION OF THE EXISTING RURAL SCHOOL PLAN, AN OVERVIEW OF AREAS WHERE EDUCATIONAL OPPORTUNITIES ARE PRESENTLY AVAILABLE FOR HIGH SCHOOL-AGE STUDENTS IN ALASKA, AND A DISCUSSION OF POTENTIAL AREAS WHERE SECONDARY OPPORTUNITIES SHOULD BE MADE AVAILABLE. THREE KINDS OF SECONDARY SCHOOLS ARE CONSIDERED.

ED024482 RC002546
EDUCATING MIGRANT CHILDREN. MATTERA, GLORIA; AND OTHERS, 68, 85P.

TO HELP PROVIDE THE BEST KIND OF LEARNING ENVIRONMENT FOR MIGRANT CHILDREN IS THE INTENT OF THIS HANDBOOK. HISTORICAL, ECONOMICAL, AND ENVIRONMENTAL INFORMATION THAT IS ESSENTIAL TO UNDERSTANDING AND WORKING EFFECTIVELY WITH THESE CHILDREN IS PRESENTED. SUGGESTIONS FOR INITIATING, CONDUCTING, AND EVALUATING A SUMMER PROGRAM ARE OFFERED, AS WELL AS ADDITIONAL SUGGESTIONS FOR INITIATING AND COORDINATING A DAY CARE CENTER AND PROVIDING FOR THE MIGRANT CHILD IN THE REGULAR SCHOOL YEAR PROGRAM. NATIONAL, STATE, COUNTY, AND LOCAL AGENCIES WITH RESPONSIBILITY FOR MIGRANTS IN NEW YORK ARE IDENTIFIED. SAMPLE EVALUATIONS FOR FIELD TRIPS AND A SUMMER SCHOOL PROGRAM CONCLUDE THE HANDBOOK. (SW)

ED024494 RC002761
GEOGRAPHIC DISTRIBUTION OF TEACHING TALENT IN CALIFORNIA. CONSULTANT'S REPORT PREPARED FOR THE STATE COMMITTEE ON PUBLIC EDUCATION. GUTHRIE, JAMES; AND OTHERS, JAN 68, 28P.

THE CENTRAL PURPOSE OF THIS STUDY WAS TO EXAMINE THE RELATIONSHIP BETWEEN DISTRIBUTION OF TEACHING TALENT AND GEOGRAPHIC LOCATION OF LOCAL SCHOOL DISTRICTS OF CALIFORNIA. SCHOOL DISTRICTS WERE ASSIGNED TO ONE OF FOUR GEOGRAPHIC CATEGORIES (URBAN, SUBURBAN, RURAL, OR SMALL URBAN CENTERS). EACH CATEGORY'S TEACHING TALENT WAS ASSESSED ON SIX MEASURES OF EXPERIENCE AND TRAINING. THE MOST STRIKING FINDING WAS THAT RURAL SCHOOLS POSSESS A DISPROPORTIONATELY LOW NUMBER OF THE STATE'S MOST HIGHLY QUALIFIED TEACHERS. IT WAS SUGGESTED THAT THE STUDY'S FINDINGS NEEDED ELABORATION TO DETERMINE IF DIFFERENCES IN TEACHER QUALITY REFLECT THEMSELVES IN DIFFERENCES IN PUPIL PERFORMANCE. IT WAS RECOMMENDED THAT RURAL DISTRICTS' ABILITY TO COMPETE FOR TALENTED TEACHERS BE IMPROVED BY (1) INSTITUTING A STATEWIDE MINIMUM SALARY SCHEDULE, AND (2) INCREASING THE ATTRACTIVENESS OF RURAL TEACHING BY OFFERING BENEFITS SUCH AS HOME BUILDING LOANS AND ADDED OPPORTUNITIES FOR PROFESSIONAL CONTACTS. SHORT RANGE IMPROVEMENT EFFORTS SHOULD BE DIRECTED AT STIMULATING RURAL SCHOOL RECRUITMENT ACTIVITIES AND FORMING A STATEWIDE VOLUNTEER TEACHER CORPS. STATISTICAL DATA ARE INCLUDED. (SW)

ED024499 RC002779
ANALYSIS OF COUNTY SCHOOL DISTRICTS IN ARKANSAS. BUDD, KAROL B.; CHARLTON, J.L., JUN 68, 60P.

THE 1948, ARKANSAS SCHOOL DISTRICT REORGANIZATION ACT WAS PASSED IN AN EFFORT TO REDUCE THE 1589 SMALL SCHOOL DISTRICTS TO A SMALLER NUMBER. THOSE DISTRICTS NOT CONSOLIDATED WOULD FORM COUNTY DISTRICTS. AS OF THE 1967-68 SCHOOL YEAR, 26 OF THESE COUNTY DISTRICTS REMAINED. THE PURPOSE OF THIS STUDY WAS TO PROVIDE INFORMATION DRAW-

ING ATTENTION TO THE SITUATION EXISTING IN THESE DISTRICTS. IN AN EFFORT TO INITIATE IMPROVEMENT OF SCHOOLS IN THESE AREAS, THE STUDY EXAMINED THE DISTRICTS IN TERMS OF RURALITY, SETTLEMENT PATTERNS, SPATIAL ACCESSIBILITY, FINANCIAL RESOURCES AND EXPENDITURES, QUALITY OF SCHOOL OPERATION, AND SCHOOL PERFORMANCE IN TERMS OF THE EXTENT TO WHICH SCHOOL-AGE POPULATION ENROLL IN AND CONTINUE THROUGH HIGH SCHOOL. COMPARISONS WERE DRAWN BETWEEN THE COUNTY DISTRICTS AND EXISTING INDEPENDENT SCHOOL DISTRICTS WITHIN THE SAME COUNTY. SINCE THE COUNTY DISTRICTS WERE SMALL, MANY OF THE PROBLEMS ENCOUNTERED WERE SIMILAR TO THOSE EXPERIENCED BY SMALL INDEPENDENT SCHOOL DISTRICTS. IT WAS CONCLUDED THAT ALTHOUGH CONSOLIDATION OF COUNTY WITH INDEPENDENT DISTRICTS WOULD NOT SOLVE ALL PROBLEMS OF COUNTY DISTRICTS, ADVANTAGES OF STUDENT AND COMMUNITY PARTICIPATION WOULD OUTWEIGH THE DISADVANTAGES. (DK)

ED024501 RC002781
QUALITY EDUCATION FOR AMERICAN INDIANS. A REPORT ON ORGANIZATIONAL LOCATION. VAUGHAN, ROBERT E.; AND OTHERS, MAY 67, 16P.

AT THE REQUEST OF THE SENATE SUBCOMMITTEE ON EDUCATION AN INQUIRY WAS CONDUCTED AS A JOINT EFFORT OF THE DEPARTMENT OF INTERIOR AND THE DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE TO DETERMINE WHETHER RESPONSIBILITY FOR INDIAN EDUCATION SHOULD CONTINUE TO RESIDE WITH THE BUREAU OF INDIAN AFFAIRS OR BE TRANSFERED TO THE OFFICE OF EDUCATION. THE CONCLUSIONS INDICATED THAT THE EDUCATIONAL FUNCTION SHOULD REMAIN WITH THE BUREAU OF INDIAN AFFAIRS, BUT WITH THE CLOSE COOPERATION OF THE OFFICE OF EDUCATION TO ENSURE THE UPGRADING OF EXISTING EDUCATIONAL PROGRAMS. (DK)

ED024504 RC002788
PACE OUTDOOR AND ENVIRONMENTAL EDUCATION PROJECTS, NATIONAL LISTING. 68, 77P.

ENVIRONMENTAL AND OUTDOOR EDUCATION PROJECTS ORGANIZED UNDER TITLE III OF THE ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965 ARE DESCRIBED. THIS 1967 NATIONAL LISTING PROVIDES INFORMATION BY STATE, SUCH AS TITLE, DIRECTOR, PROJECT SYNOPSIS, NUMBER OF SCHOOL DISTRICTS SERVED, AREA COVERAGE, TOTAL POPULATION FIGURES, AND STUDENT POPULATION FIGURES. EACH PROJECT SYNOPSIS DISCUSSES EDUCATIONAL PURPOSES, OBJECTIVES, BUDGETARY ITEMS, EVALUATION PROCEDURES, AND IMPLEMENTATION PROCEDURES. PROJECTS NOT SUBMITTING DETAILED INFORMATION ARE LISTED BY STATE IN A SUPPLEMENTARY SECTION. (SW)

ED024646 SP001940
END OF BUDGET PERIOD REPORT 1 SEP 68, 58P.

THIS DOCUMENT IS AN END OF THE BUDGET PERIOD REPORT OF THE ELEMENTARY AND SECONDARY EDUCATION ACT TITLE III INSERVICE EDUCATION AND CURRICULUM PROJECT CONDUCTED BY THE LINN COUNTY BOARD OF EDUCATION IN CONJUNCTION WITH SEVEN OTHER IOWA COUNTIES IN ORDER TO "ASSIST LOCAL SCHOOLS IN IMPROVING THE SCHOOL PROGRAM IN SELECTED ACADEMIC AND SERVICE AREAS BY HELPING TO DEFINE THE NEEDS AT VARIOUS GRADE LEVELS RELATED TO THESE ACADEMIC AND SERVICE AREAS AND BY ASSISTING IN DEVELOPING APPROPRIATE MEANS OF MEETING THE NEEDS DEFINED" AND "DEMONSTRATE THE POTENTIAL FOR BETTER EDUCATION AVAILABLE IN IOWA, UNDER EXISTING LEGISLATION, THROUGH UTILIZATION OF SERVICES ON AN AREA BASIS."

ED024672 TE000802
THE RUNNING WATER AND THE STANDING STONE. JUN 68, 8P.

TODAY, THE CONTENT-CENTERED CURRICULUM IN ENGLISH--EMPHASIZING THE IN-DEPTH, RATIONAL STUDY OF THE NATURE AND STRUCTURES OF LITERATURE, LANGUAGE, AND RHETORIC--IS CHANGING UNDER THE INFLUENCE OF A "NEW" ENGLISH--EMPHASIZING THE STUDENT'S EXPERIENCE AND INVOLVEMENT WITH LITERATURE. THUS, ALTHOUGH THE CONTENT-CENTERED REFORMS OF THE PAST DECADE HAVE YIELDED SOLID ACCOMPLISHMENTS, THE ENGLISH PROFESSION CAN FURTHER IMPROVE AMERICAN ENGLISH EDUCATION IF IT WILL NOW URGENTLY CONCERN ITSELF WITH (1) STRENGTHENING THE UNDERGRADUATE AND GRADUATE CURRICULUMS FOR TRAINING HIGH SCHOOL AND COLLEGE TEACHERS, (2) PROVIDING INSERVICE TRAINING PROGRAMS IN ENGLISH FOR SCHOOL ADMINISTRATORS, (3) ACHIEVING COMMUNICATION BETWEEN COLLEGE AND PUBLIC SCHOOL ENGLISH TEACHERS, AND (4) DEVELOPING A REASONABLY UNITED VOICE THROUGH STRONG STATE ASSOCIATIONS TO SPEAK OUT TO ADMINISTRATORS, POLITICIANS, AND THE PUBLIC ON THE NEEDS OF ENGLISH. (JB)

ED024685 TE000935
FROM MACHIAVELLI TO MARTIANS: THE CHALLENGE OF DEPARTMENT CHAIRMANSHIP. APR 68, 8P.

THE DUTIES, PROBLEMS, COMPENSATION, AND SELECTION PROCEDURES OF DEPARTMENT CHAIRMEN IN SECONDARY SCHOOLS NEED TO BE CLARIFIED. PRESENT DUTIES OF AN ENGLISH DEPARTMENT CHAIRMAN INCLUDE DEVELOPING AN EDUCATIONAL PHILOSOPHY AND CURRICULUM FOR THE DEPARTMENT

ED024687 TE000960
THE EDUCATION OF TEACHERS OF ENGLISH FOR AMERICAN SCHOOLS AND COLLEGES. VOLUME V, NCTE CURRICULUM SERIES. 63, 608P.

HC NOT AVAILABLE FROM EDRS.

THE ACADEMIC AND PROFESSIONAL PREPARATION OF ELEMENTARY, SECONDARY, AND COLLEGE TEACHERS OF ENGLISH IS DISCUSSED, AND RECOMMENDATIONS FOR STRENGTHENING THE TEACHING PROFESSION ARE PRESENTED. SPECIFIC TOPICS OF DISCUSSION ARE (1) TEACHER ROLES AND PERSONAL CHARACTERISTICS, (2) THE RECRUITMENT, SELECTION, CERTIFICATION, AND ASSIGNMENT OF ENGLISH TEACHERS, (3) ILLUSTRATIVE LANGUAGE ARTS PROGRAMS FOR THE ELEMENTARY AND SECONDARY SCHOOLS, (4) THE AIMS AND ACTIVITIES OF INSERVICE PROGRAMS FOR IMPROVING INSTRUCTION, AND (5) THE NATURE AND VALUE OF FOLLOW-UP STUDIES OF ENGLISH TEACHERS ON THE JOB. (SW)

ED024690 TE000998
THE NATIONAL INTEREST AND THE CONTINUING EDUCATION OF TEACHERS OF ENGLISH: A REPORT ON THE STATE OF THE PROFESSION. 64, 195P.

HC NOT AVAILABLE FROM EDRS.

RESULTS OF A SURVEY OF THE CONTINUING EDUCATION OF 7,417 JUNIOR- AND SENIOR-HIGH SCHOOL ENGLISH TEACHERS AND 3,030 ELEMENTARY-SCHOOL TEACHERS ARE REPORTED IN THIS BOOK. SPECIFIC AREAS EXAMINED ARE TEACHING CONDITIONS, PRESERVICE EDUCATION, CONTINUING EDUCATION, DEGREES EARNED AFTER CERTIFICATION, COLLEGE COURSES REQUESTED BY TEACHERS, ATTENDANCE AT PROFESSIONAL MEETINGS, PROFESSIONAL READING, AND INCENTIVES TO ENCOURAGE CONTINUING EDUCATION. IN ADDITION, THE CURRENT STATUS OF THE SUPERVISION OF ENGLISH TEACHING IS DISCUSSED

ED024704 UD006575
U.C. AND THE PUBLIC SCHOOLS. [67], 71P.

THIS BOOKLET CONTAINS BRIEF DESCRIPTIONS OF EDUCATIONAL EXPERIMENTS BEING CONDUCTED BY RESEARCHERS ON VARIOUS CAMPUSES OF THE UNIVERSITY OF CALIFORNIA. THE RESEARCH IS BEING CONDUCTED IN PUBLIC SCHOOLS NEAR EACH CAMPUS, WITH BOTH PRIVATE AND PUBLIC FUNDS. (EF)

ED024715 UD006867
URBAN EDUCATION--TODAY'S PROBLEM, TOMORROW'S HOPE. 4 MAY 65, 25P.

THIS ADDRESS OUTLINED MANY OF THE PROBLEMS CONFRONTING URBAN EDUCATION. LISTED AS NEEDS WHICH ARE IMPORTANT PREREQUISITES WERE SUCH IMPERATIVES AS ADEQUATE FINANCING, CHANGING ATTITUDES, INNOVATION, EQUALIZATION OF OPPORTUNITIES FOR THE DISADVANTAGED, AND PREPARATION AND RETRAINING OF TEACHERS. THE AUTHOR GAVE RECOGNITION TO THE ATTENTION IN THE AREAS OF THE STRUCTURE AND ORGANIZATION OF THE URBAN SCHOOL SYSTEM, THE ELIMINATION OF RACIALLY SEGREGATED SCHOOLS, AND TO THE CREATION OF ENTRY LEVEL JOBS FOR YOUTH. THE APATHY OF THE GENERAL PUBLIC TOWARD PUBLIC EDUCATION WAS NOTED, AS WELL AS THE RESPONSIBILITY WHICH THE STATE MUST ASSUME IN THE PROVISIONS FOR PUBLIC EDUCATION. (EB)

ED024718 UD006875
EVALUATION OF E.S.E.A. PROGRAMS AND SERVICES FOR THE EDUCATIONALLY DISADVANTAGED, 1966-67. 1 AUG 67, 303P.

ALONG WITH GENERAL INFORMATION ON THE 1966-67 TITLE I COMPENSATORY EDUCATION PROGRAMS IN THE SACRAMENTO CITY UNIFIED SCHOOL DISTRICT AND ON THE INSTRUMENTS USED IN EVALUATION THE EFFECTIVENESS OF THESE PROGRAMS, THIS REPORT CONTAINS DESCRIPTIONS OF INDIVIDUAL ACTIVITIES: (1) LANGUAGE ARTS DEVELOPMENT AND READING REMEDIATION (ALSO INFORMATION ON SMALLER CLASSES, USE OF TEACHER AIDES, AND ESTABLISHMENT OF INSTRUCTIONAL MEDIA CENTERS), (2) PROVISIONS FOR EQUAL EDUCATIONAL OPPORTUNITY THROUGH EXTENDED SERVICES (PROJECT ASPIRATION, ASSISTANCE TO NEGLECTED CHILDREN, IDENTIFICATION OF STUDENTS WITH HEARING PROBLEMS, KINDERGARTEN-PRIMARY SUMMER SCHOOLS, FOOD AND TRANSPORTATION SERVICES), AND (3) PROFESSIONAL GROWTH, INSERVICE TRAINING, AND CURRICULUM DEVELOPMENT. (SEE ALSO UD 006892.) (EF)

ED024719 UD006888
TITLE I, ESEA PROJECT SUMMARY, 1967-1968. 68, 16P.

THIS DOCUMENT SUMMARIZES IN TABLE FORM ALL THE ELEMENTARY AND SECONDARY EDUCATION ACT, TITLE I, PROJECTS IN WYOMING IN FISCAL YEAR 1968. LISTED ARE THE SCHOOL DISTRICTS, TYPE OF PROJECT, FUNDING, SUPERINTENDENT, AND BEGINNING AND ENDING DATES. (NH)

ED024729 UD007240
EVALUATION OF THE PROGRAM EVENTS FACET OF THE CULTURAL ENRICHMENT PROJECT OCT 66, 18P.

A CULTURAL ENRICHMENT PROJECT (CEP) IN THE DETROIT PUBLIC AND PAROCHIAL SCHOOLS REACHED 100,000 DISADVANTAGED PUPILS AND OFFERED ABOUT 50 DIFFERENT PROGRAM EVENTS. THIS EVALUATION OF CEP IS BASED ON RATINGS BY TEACHERS, ATTENDANCE FIGURES, AND A COST PER PUPIL ANALYSIS. IT WAS FOUND THAT ALL BUT THREE OF THE EVENTS RECEIVED TEACHER RATINGS OF "HIGH" TO "VERY HIGH." MORE SECONDARY PUBLIC SCHOOL STUDENTS THAN PUBLIC ELEMENTARY OR PAROCHIAL SCHOOL STUDENTS PARTICIPATED IN THE EVENTS. COSTS PER PUPIL WERE VERY HIGH FOR THE THREE PROGRAMS RATED HIGHEST BY TEACHERS. IT IS NOTED THAT AN ARTIST WHO COMES FROM THE SAME MILIEU AS THE AUDIENCE CAN BE MORE EFFECTIVE THAN ONE WHO MAY

BE A SUPERIOR ARTIST BUT FROM A DIFFERENT SOCIAL CLASS OR ETHNIC BACKGROUND. (NH)

ED024731 UD007242
PUPIL MIGRATION IN THE NEW YORK CITY PUBLIC SCHOOLS, 1956-1957 TO 1965-1966. MORRISSEY, MADELINE M.; ZOUZOULAS, GARY, FEB 67, 35P.

A STATISTICAL REPORT PROVIDES DATA FROM 1956 TO 1966 ON CITY-WIDE IN-AND-OUT-MIGRATION, THE MIGRATION BALANCE, AND THE TOTAL CITY-WIDE MOVEMENT OF THE PUPIL POPULATION IN NEW YORK CITY. FINDINGS ARE PRESENTED IN 24 TABLES. (NH)

ED024760 VT002714
EDUCATION IN THE PRIVATELY OWNED VOCATIONAL SCHOOLS IN ALAMEDA AND CONTRA COSTA COUNTIES. REPORT NO. 1967-2. ENNS, ABRAM; AND OTHERS, SEP 67, 69P.

THE PURPOSE OF THE STUDY WAS TO ASSESS THE NUMBER OF PRIVATELY OWNED VOCATIONAL SCHOOLS, THE OCCUPATIONS FOR WHICH THE SCHOOLS TRAIN, AND THE EXTENT OF THEIR ENROLLMENT AND LABOR MARKET PLACEMENT. THIS STUDY IS THE FOURTH DIMENSION OF A DESCRIPTIVE STUDY ENCOMPASSING FORMAL VOCATIONAL-TECHNICAL EDUCATION OFFERINGS IN ALAMEDA AND CONTRA COSTA COUNTIES. THE OTHER PARTS OF THE STUDY HAVE BEEN CONCERNED WITH THE VOCATIONAL-TECHNICAL EDUCATION WHICH IS PROVIDED IN THE PUBLIC SECTOR OF EDUCATION IN HIGH SCHOOL, JUNIOR COLLEGE, AND ADULT EDUCATION PROGRAMS AND WITH VOCATIONAL TRAINING PROVIDED BY BUSINESS, INDUSTRY, LABOR, AND GOVERNMENT. THE PRIVATE SCHOOL STUDY HAS ATTEMPTED TO DISTINGUISH BETWEEN THE TOTAL WEEKLY EDUCATIONAL OFFERINGS AND THAT WHICH IS SPECIFICALLY VOCATIONAL. SOME INSIGHT IS PROVIDED INTO THE NATURE OF FACILITIES AVAILABLE, THE TIME REQUIRED FOR EACH TYPE OF TRAINING, THEIR APPROXIMATE COST, AND THE NATURE OF JOB PLACEMENT EXPERIENCES. (CH)

ED024781 VT005608
EDUCATION IN A CHANGING WORLD OF WORK IN A DEMOCRATIC SOCIETY. REPORT NO. 3, 1966. DEC 66, 163P.

THE LEGISLATIVE REFERENCE BUREAU, AT THE REQUEST OF THE HAWAII HOUSE OF REPRESENTATIVES, CONDUCTED A STUDY OF VOCATIONAL AND TECHNICAL EDUCATION IN THE STATE INCLUDING A DESCRIPTION OF THE PRESENT OBJECTIVES AND PROGRAMS, AN EVALUATION OF THE PROGRAMS IN VIEW OF OBJECTIVES, AND THE DEVELOPMENT OF POTENTIAL GOALS AND WAYS OF ACHIEVING SUCH GOALS IN PROVIDING VOCATIONAL AND TECHNICAL EDUCATION IN THE FUTURE. THE METHODOLOGY OF THE STUDY INCLUDED EMPIRICAL OBSERVATION, INTERVIEWS, QUESTIONNAIRES, AND REVIEW OF RELEVANT LITERATURE. THE RENEWED FOCUS ON VOCATIONAL EDUCATION AT THE STATE AND NATIONAL LEVELS IS IN RESPONSE FO SOCIOECONOMIC PROBLEMS WHICH HAVE GIVEN VOCATIONAL EDUCATION A NEW RELEVANCE AS A MEANS OF REINSTATING THE SENSE OF MEANING AND PURPOSE TO THE WORK LIFE. VOCATIONAL COURSES IN THE SECONDARY SCHOOLS GENERALLY LACK CLARITY IN OBJECTIVES AND ARE VIEWED BY KEY PERSONNEL AS PROGRAMS FOR NON-COLLEGE BOUND STUDENTS. THE SECONDARY PROGRAMS ARE NOT PREPARING STUDENTS FOR POST-SECONDARY PROGRAMS AND THE DEFINITE LACK OF ARTICULATION AND RELATION MAKES IT NECESSARY FOR THE POST-SECONDARY PROGRAMS TO OFFER REMEDIAL WORK WHILE TRYING TO CARRY OUT OCCUPATIONAL PREPARATION. SOME OF THE ALTERNATIVES WHICH OFFER CHALLENGES FOR CURRICULUM CHANGE, INCLUDING MAINTENANCE TRANSFORMATION OF VOCATIONAL EDUCATION INTO CURRICULUM AIMED AT INTELLECTUAL DEVELOPMENT, ARE INCLUDED. (HC)

ED024811 VT007332
RELATIONSHIP OF INDUSTRIAL ARTS EDUCATION TO VOCATIONAL TRADE-TECHNICAL EDUCATION IN CALIFORNIA LATHROP, IRVIN; FARR, WILBUR., 68, 110P.

IN ORDER TO ASCERTAIN THE PRESENT STATUS OF INDUSTRIAL EDUCATION IN CALIFORNIA AND ITS FUTURE, DATA WERE COLLECTED FROM SEVERAL SOURCES INCLUDING PRINCIPALS, TEACHERS, SUPERVISORS, AND JUNIOR AND STATE COLLEGE PERSONNEL. THE STUDY WAS LIMITED TO INDUSTRIAL ARTS AND TRADE-TECHNICAL EDUCATION IN THE STATE'S SECONDARY SCHOOLS EXCLUDING AREA VOCATIONAL SCHOOLS AND TECHNICAL OCCUPATIONAL CENTERS. "PRESENT PROGRAM" PRESENTS DATA ON INDUSTRIAL ARTS ENROLLMENT, COURSES OFFERED, TEACHER CHARACTERISTICS, STUDENT CHARACTERISTICS, AND INSTRUCTIONAL PRACTICES. "CURRENT INNOVATIONS AND RELATED PROGRAMS AND STUDIES" REVIEWS SEVERAL CURRICULUM DEVELOPMENT PROJECTS IN THE UNITED STATES. "RELATIONSHIP OF INDUSTRIAL ARTS TO VOCATIONAL TRADE-TECHNICAL EDUCATION" CONTRASTS TEACHERS AND THEIR ASSIGNMENTS, FINANCING, COURSE RELATIONSHIPS, ENROLLMENTS, COURSE CONTENT, INSTRUCTIONAL PRACTICES, AND OUTLINES THE UNIQUE CHARACTERISTICS OF BOTH PROGRAMS. "INDUSTRIAL EDUCATION IN CALIFORNIA INSTITUTIONS OF HIGHER EDUCATION" DISCUSSES EDUCATIONAL PROGRAMS, CERTIFICATION REQUIREMENTS, ENROLLMENT, AND THE PRIMARY FUNCTIONS OF EACH FIELD. SIXTY-THREE CONCLUSIONS AND RECOMMENDATIONS ARE INCLUDED. (EM)

ED024828 VT007550
EXTENSION OF PILOT PROGRAM TO INCREASE THE NUMBER OF VOCATIONAL AND TECHNICAL EDUCATION SCHOLARSHIPS. FINAL REPORT. OCT 68, 29P.

THE PURPOSES OF THIS STUDY WERE TO DETERMINE WHETHER CITIZENS COMMITTEES COULD BE ORGANIZED TO HELP SECURE FUNDS FOR NONBACCALAUREATE SCHOLARSHIPS AND WHETHER ACCEPTABLE STUDENTS SUBMITTED APPLICATIONS FOR THE INCREASED NUMBER OF SCHOLARSHIPS. SIX SCHOOL DISTRICTS WERE SELECTED FOR PARTICIPATION

ED024840 VT007630
DEPARTMENTAL RESEARCH CENTER FOR THE STATE BOARD OF VOCATIONAL, TECHNICAL AND ADULT EDUCATION. FINAL REPORT. KROGSTAD, ROLAND J.; BRILL, DONALD M., OCT 68, 32P.

THE DEPARTMENTAL RESEARCH CENTER (RCU) OF THE WISCONSIN BOARD OF VOCATIONAL, TECHNICAL AND ADULT EDUCATION WAS APPROVED TO BEGIN JANUARY 3, 1966 AND CONTINUES OPERATION UNDER A CONTRACT AND AN EXTENSION TO SEPTEMBER 30, 1968. THE GENERAL OBJECTIVES OF THE UNIT WERE STIMULATION, COORDINATION, AND DISSEMINATION OF RESEARCH IN VOCATIONAL AND TECHNICAL EDUCATION WITHIN WISCONSIN. MAJOR ISSUES AND PROBLEMS WERE IDENTIFIED AND GIVEN PRIORITIES FOR DETAILED STUDY. THESE INCLUDED TEACHER EDUCATION AND LEADERSHIP DEVELOPMENT, THE FOLLOW-UP PROCEDURES, ORGANIZATION AND ADMINISTRATION OF NEWLY FORMED AREA VOCATIONAL, TECHNICAL AND ADULT EDUCATION DISTRICTS, PRESENT AND EMERGING OCCUPATIONS, INFORMATION FOR PROGRAM PLANNING AND DEVELOPMENT, AND LONG-RANGE PLANNING. OVER 300 SURVEYS AND PROJECTS WERE COMPLETED OR COMMENCED OPERATION DURING THE REPORT PERIOD. DURING THE FINAL 6 MONTHS OF OPERATION, FIELD SUPPORT WAS ACCOMPLISHED IN 15 OF THE 18 AREA VOCATIONAL, TECHNICAL AND ADULT EDUCATION DISTRICTS. THIS ORGANIZATIONAL STRUCTURE COMPLETES THE LINE OF COMMUNICATION AND RESEARCH INFORMATION DISSEMINATION FROM THE FEDERAL LEVEL THROUGH THE STATE DOWN TO THE DISTRICT AND LOCAL SCHOOL LEVEL. (CH)

ED024909 AC003498
DEVELOPMENT AID OF NON-GOVERNMENTAL NON-PROFIT ORGANISATIONS: OECD-ICVA. SEP 67, 1378P.
DOCUMENT NOT AVAILABLE FROM EDRS.

THIS INTERNATIONAL DIRECTORY LISTS AID GIVEN TO DEVELOPING COUNTRIES BY NON-GOVERNMENTAL, NON-PROFIT ORGANIZATIONS OF COUNTRIES OTHER THAN THE UNITED STATES. THIS REFERENCE THUS COMPLEMENTS "U.S. NON-PROFIT ORGANISATIONS IN TECHNICAL ASSISTANCE." INCLUDED ARE ORGANIZATIONS WHICH ARE WHOLLY SUBSIDIZED BY GOVERNMENTS OR BY GOVERNMENT AGENCIES BUT ARE CONSIDERED TO BE NON-GOVERNMENTAL. TYPES OF AID EXAMINED ARE FINANCIAL AND SOCIAL. PART I OF THE DIRECTORY GIVES BASIC INFORMATION ABOUT ORGANIZATIONS

ED024999 EA001625
ON SOME BASIC STEPS IN THE APPLICATION OF SYSTEMS ANALYSIS TO INSTRUCTION. 67, 8P.
DOCUMENT NOT AVAILABLE FROM EDRS.

THIS PAPER PRESENTS A MATHEMATICAL METHODOLOGY IN TREATING THE SYSTEMS APPROACH TO THE EVALUATION OF INSTRUCTION. THE MAJOR ASPECTS OF THE PROCEDURE AND THE USE OF SENSITIVITY ANALYSIS AS A CHECK UPON THE LOGICAL VALIDITY OF THE SYSTEM ARE DISCUSSED. ADVANTAGES OF A SYSTEMS ANALYSIS WHEN COMPARED TO QUALITATIVE ANALYSIS ARE ALSO PRESENTED. (AUTHOR/TT)

ED025000 EA001710
RANKINGS OF THE STATES, 1968. 68, 72P.
HC NOT AVAILABLE FROM EDRS.

STATES ARE RANKED ON 129 ITEMS OF DATA THAT MAY BE USED TO UNDERSTAND, EXPLAIN, INTERPRET, AND EVALUATE VARIOUS ASPECTS OF STATE SCHOOL SYSTEMS. THE GENERAL CATEGORIES OF THE LISTINGS ARE (1) POPULATION, (2) ENROLLMENT AND ATTENDANCE, (3) TEACHERS, (4) EDUCATIONAL ATTAINMENT, (5) FINANCIAL RESOURCES, (6) GOVERNMENTAL REVENUE, (7) SCHOOL REVENUE, (8) GOVERNMENTAL EXPENDITURES AND DEBT, AND (9) SCHOOL EXPENDITURES. SIMILAR DATA FOR 1967 CAN BE FOUND IN EA 001 916. (HW)

ED025002 EA001747
AN OVERVIEW OF MANAGEMENT SCIENCE IN EDUCATIONAL RESEARCH. SEP 68, 26P.

MANAGEMENT SCIENCE IS DEFINED AS THE BASIC PROCESS OR FUNCTION OF RATIONAL DECISION MAKING. THE CONCEPT OF EDUCATIONAL RESEARCH IS EXPANDED TO INCLUDE USE OF NEW MANAGEMENT TECHNIQUES DEVELOPED BY THE PRIVATE SECTOR WHICH ARE ADAPTABLE TO DECISION MAKING IN THE TOTAL EDUCATIONAL CONTEXT. FOUR TRENDS IN THE FIELD OF EDUCATIONAL RESEARCH ARE BRIEFLY REVIEWED: (1) INCREASING USE OF SCIENTIFIC PROBLEM-SOLVING METHODS, (2) INCREASING USE OF MANAGEMENT INFORMATION SYSTEMS, (3) INCREASING EMPHASIS ON LONGRANGE PLANNING TO CORRELATE THE EDUCATIONAL SYSTEM WITH POLITICAL, ECONOMIC, AND SOCIAL SUBSYSTEMS FOR MORE EFFECTIVE HUMAN RESOURCE DEVELOPMENT, AND (4) INCREASING USE OF SYSTEMS CONCEPTS. (JK)

ED025011 EA001766
ORGANISATIONAL PROBLEMS IN PLANNING EDUCATIONAL DEVELOPMENT. MAY 66, 105P.

PAPERS SUBMITTED TO A MEETING OF ECONOMISTS, EDUCATORS, AND GOVERNMENT OFFICIALS DISCUSS THE ORGANIZATIONAL IMPLICATIONS OF THE LINK BETWEEN EDUCATION AND ECONOMIC GROWTH. FOLLOWING AN INTRODUCTION BY HENNING FRIIS, THE AUTHORS AND TITLES OF THE PAPERS ARE (1) NECAT ERDER, "SOME ADMINISTRATIVE PROBLEMS IN EDUCATIONAL PLANNING," (2) RAYMOND POIGNANT, "THE ROLE OF EDUCATIONAL PLANS IN ECONOMIC AND SOCIAL DEVELOPMENT PROGRAMMES," (3) HAROLD GOLDSTEIN, "MANPOWER REQUIREMENTS AND EDUCATIONAL ORGANISATION," (4) SELMA J. MUSHKIN, "RESOURCE REQUIREMENTS AND

EDUCATIONAL OBSOLESENCE," (5) WILLEM BRAND, "SOME REFLECTIONS ON CENTRALIZATION VERSUS DECENTRALIZATION IN EDUCATION," AND (6) HOMER D. BABBIDGE JR., "RESEARCH FOR EDUCATIONAL ORGANISATION." A SUMMARY REPORT WAS GIVEN BY ROGER GREGOIRE. (HW)

ED025018 EA001817
FUNCTIONAL ANALYSIS AND PRELIMINARY SPECIFICATIONS FOR A SINGLE INTEGRATED CENTRAL COMPUTER SYSTEM FOR SECONDARY SCHOOLS AND JUNIOR COLLEGES. A FEASIBILITY AND PRELIMINARY DESIGN STUDY. INTERIM REPORT. MAY 68, 71P.

A FEASIBILITY ANALYSIS OF A SINGLE INTEGRATED CENTRAL COMPUTER SYSTEM FOR SECONDARY SCHOOLS AND JUNIOR COLLEGES FINDS THAT A CENTRAL COMPUTING FACILITY CAPABLE OF SERVING 50 SCHOOLS WITH A TOTAL ENROLLMENT OF 100,000 STUDENTS IS FEASIBLE AT A COST OF $18 PER STUDENT PER YEAR. THE RECOMMENDED SYSTEM IS A MULTIPROGRAMMED-BATCH OPERATION. PRELIMINARY SPECIFICATIONS ARE GIVEN FOR THE SYSTEM'S OBJECTIVES, COSTS, CAPACITY, FLEXIBILITY, AND GROWTH CAPABILITY AND FOR ALTERNATIVE TYPES OF SOFTWARE, HARDWARE, FORMATS, AND COMPILERS. BENEFITS OF THE SPECIFIED SYSTEM ARE DISCUSSED WITH RESPECT TO EDUCATIONAL VALUES, VOCATIONAL TRAINING VALUES, AND ADMINISTRATIVE APPLICATIONS. TWENTY-ONE APPENDICES ANALYZE IN DETAIL ASPECTS OF THE PROPOSED SYSTEM AND PRESENT SUPPORTING INFORMATION AND DATA. (TT)

ED025019 EA001818
THE IMPENDING REVOLUTION IN SCHOOL BUSINESS MANAGEMENT 22 OCT 68, 17P.

THE DEVELOPMENT OF LOGICALLY SOPHISTICATED ANALYTICAL MODELS IN A GROWING NUMBER OF FIELDS HAS PLACED NEW EMPHASIS ON EFFICIENCY IN SCHOOL MANAGEMENT. RECENT SYSTEMS MODELS GUIDING THE LONGRUN ANALYSIS OF SCHOOL MANAGEMENT IN TERMS OF EFFICIENCY--THROUGH COST-BENEFIT STUDIES, SYSTEMS ANALYSIS, AND PROGRAM PLANNING AND BUDGETING SYSTEMS--ARE IN SHARP CONTRAST TO THE TRADITIONAL, CONSERVATIVE, SHORTRUN PROCESS OF SCHOOL BUDGETING AND ACCOUNTING DESIGNED PRIMARILY TO SAFEGUARD PUBLIC MONIES. COST-BENEFIT ANALYSIS OFFERS A SYSTEMATIC METHOD BY WHICH BENEFIT MAXIMIZING AND COST MINIMIZING CHOICES CAN BE MADE FOR A PARTICULAR SYSTEM AND SET OF OBJECTIVES. SYSTEMS ANALYSIS ENCOMPASES COST-BENEFIT ANALYSIS WITHIN ITS LARGER FRAMEWORK AND ALLOWS THE CHOICE OF ALTERNATIVE PURPOSES FOR THE SYSTEM UNDER STUDY AS WELL AS CHOICES AMONG ALTERNATIVE MATERIALS, PERSONNEL, AND MANAGEMENT PROCEDURES. PROGRAM PLANNING AND BUDGETING SYSTEMS ARE THE MOST INNOVATIVE, COMPREHENSIVE, AND CHANGE-INDUCING OF THESE APPROACHES. THEY FOCUS ATTENTION ON THE CHOICE OF (1) OBJECTIVES TO BE ACHIEVED, (2) THE SYSTEM BY WHICH TO ACHIEVE THESE OBJECTIVES, AND (3) THE PLAN WHICH WILL ACCOMPLISH THE OBJECTIVES AT THE LOWEST COST. APPLICATION OF THESE MODELS, WHICH IS IMPERFECT AT PRESENT, HAS THE ADVANTAGE OF REQUIRING A CAREFUL AND DISCIPLINED ANALYSIS OF SCHOOL MANAGEMENT PROBLEMS. (TT)

ED025022 EA001823
THE FACTOR OF SIZE AND SCHOOL DISTRICT ORGANIZATION. FARRAR, ROGER D., COMP.; PURDY, RALPH D., COMP., JUN 68, 6P.

SCHOOL DISTRICT SIZE IS DISCUSSED WITH RESPECT TO THE FOLLOWING TOPICS: SCHOOL DISTRICT ORGANIZATION, SCHOOL DISTRICT OBJECTIVES, ELEMENTARY SCHOOLS, SECONDARY SCHOOLS, ADMINISTRATIVE DISTRICTS, INTERMEDIATE AGENCIES, METROPOLITAN CENTERS, ADMINISTRATIVE COSTS, POPULATION DISTRIBUTION, OPERATIONAL COSTS, EDUCATIONAL QUALITY, STUDENT ACHIEVEMENT, EDUCATIONAL OPPORTUNITIES, AND BUILDING COSTS. TABLES PRESENT SUGGESTIONS BY VARIOUS ORGANIZATIONS AND INDIVIDUALS FOR MINIMUM, OPTIMUM, AND MAXIMUM SIZES OF (1) ELEMENTARY ATTENDANCE CENTERS, (2) SECONDARY ATTENDANCE CENTERS, (3) ADMINISTRATIVE DISTRICTS, (4) INTERMEDIATE AGENCIES, AND (5) SPECIAL SERVICES. (TT)

ED025025 EA001829
FOCUS ON THE FUTURE: EDUCATION IN THE STATES. ANNUAL REPORT (3RD) OF THE ADVISORY COUNCIL ON STATE DEPARTMENTS OF EDUCATION. MAR 68, 67P.
HC NOT AVAILABLE FROM EDRS.

THE ADVISORY COUNCIL REVIEWS THE ADMINISTRATION OF PROGRAMS FUNDED UNDER TITLE V OF THE ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965 TO STRENGTHEN STATE DEPARTMENTS OF EDUCATION, AND MAKES RECOMMENDATIONS FOR THE FUTURE DEVELOPMENT OF STATE EDUCATIONAL AGENCIES THROUGH COMPREHENSIVE EDUCATIONAL PLANNING. TOPICS COVERED INCLUDE (1) STAFFING PROBLEMS, (2) USE OF FUNDS AND PEOPLE, (3) IMBALANCES IN DEVELOPMENT, (4) LIMITED CAPACITIES FOR PLANNING, (5) SPECIAL PROJECT GRANTS, (6) PROVISION OF ASSISTANCE TO STATES IN STRENGTHENING COMPREHENSIVE EDUCATIONAL PLANNING CAPABILITIES, AND (7) OTHER FEDERAL PROGRAMS AIDING STATE EDUCATIONAL AGENCIES. NINE APPENDICES PRESENT DATA SUPPORTING THE COUNCIL'S REVIEW AND RECOMMENDATIONS. (TT)

ED025026 EA001841
THE ECONOMIC RESULTS OF TEACHER BARGAINING: MICHIGAN'S FIRST TWO YEARS. NUMBER 6, THE RESEARCH PAPERS IN INDUSTRIAL RELATIONS AND HUMAN RESOURCES. REHMUS, CHARLES M.; WILNER, EVAN, MAY 68, 41P.

A SAMPLE OF MICHIGAN CITIES IS THE BASIS FOR AN EVALUATION OF THE ECONOMIC BENEFITS OF COLLECTIVE BARGAINING TO TEACHERS AND THE ECONOMIC IMPACT OF BARGAINING UPON THE SCHOOL DISTRICTS THAT EMPLOY AND NEGOTIATE WITH THEM. THE STUDY'S CONCLUSIONS INCLUDE: (1) BARGAINING PRODUCED PAY INCREASES AVERAGING 10 TO 20 PERCENT HIGHER THAN TEACHERS WOULD OTHERWISE HAVE RECEIVED, (2) THE AVERAGE ANNUAL INCREASE IN SALARIES FOR INEXPERIENCED TEACHERS WAS THREE TIMES AS LARGE AFTER BARGAINING AS IT WAS BEFORE, (3) COLLECTIVE BARGAINING TENDED TO MAKE SALARY RATES UNIFORM AMONG THE SCHOOL DISTRICTS STUDIED, (4) TEACHERS HAVE NOT YET RECEIVED SIGNIFICANT CONCESSIONS IN THE BARGAINING ISSUE OF CLASS SIZE, (5) INCREASES IN TEACHER SALARIES RESULTING FROM BARGAINING HAVE SUBSTANTIALLY INCREASED THE SIZE OF OPERATING BUDGETS PER PUPIL, BUT NOT AT THE EXPENSE OF OTHER BUDGET ELEMENTS, AND (6) BARGAINING-INDUCED INCREASES IN TEACHER COMPENSATION WERE PAID FOR LARGELY BY MINOR ECONOMIES AND FROM NEW REVENUES. (TT)

ED025028 EA001844
THE CONTROL OF TEACHER MILITANCY. RHODES, ERIC F.; NEAL, RICHARD G., 68, 85P.
DOCUMENT NOT AVAILABLE FROM EDRS.

SCHOOL BOARD MEMBERS AND SCHOOL ADMINISTRATORS ARE PROVIDED WITH INFORMATION CONCERNING THEIR ROLES IN CONTROLLING THE GROWING ORGANIZED MILITANCY OF TEACHERS. POSITIONS AND CONCEPTS THAT THE MANAGEMENT TEAM SHOULD ADOPT IN DEVELOPING A COLLECTIVE NEGOTIATIONS AGREEMENT ARE DISCUSSED IN MANY AREAS, INCLUDING (1) COMPOSITION OF BARGAINING UNITS, (2) GRIEVANCE PROCEDURES, (3) MEANS OF RESOLVING IMPASSES, (4) GIVING AND EXACTING CONCESSIONS, AND (5) OVERALL RATIONALE FOR EVALUATING TEACHER DEMANDS. THE VIEW THAT ALL ADMINISTRATORS, SUPERVISORS, AND SUPERINTENDENTS SHOULD BE INCLUDED IN THE MANAGEMENT UNIT IS EMPHASIZED. A RELATED DOCUMENT IS EA 001 845. (TT)

ED025029 EA001845
MANAGING EDUCATIONAL NEGOTIATIONS. RHODES, ERIC F.; NEAL, RICHARD G., 68, 103P.
DOCUMENT NOT AVAILABLE FROM EDRS.

INFORMATION IS PRESENTED THAT IS DESIGNED TO HELP SCHOOL BOARD MEMBERS AND PUBLIC SCHOOL ADMINISTRATORS SUCCESSFULLY CARRY OUT COLLECTIVE NEGOTIATIONS WITH TEACHER ORGANIZATIONS. THE FOLLOWING TOPICS ARE DISCUSSED: (1) COMPARISON OF PRIVATE AND PUBLIC COLLECTIVE BARGAINING, (2) ESSENTIAL INGREDIENTS OF COLLECTIVE NEGOTIATIONS AGREEMENTS, (3) NEGOTIATING RIGHTS OF ADMINISTRATORS, (4) ROLE OF THE PRINCIPAL IN COLLECTIVE NEGOTIATIONS, (5) MANAGEMENT PREPARATIONS FOR NEGOTIATIONS, (6) THE BOARD'S NEGOTIATING TEAM, (7) THE SCOPE OF NEGOTIATIONS, (8) THE NEGOTIABILITY OF CLASS SIZE, (9) INCLUSION OF BOARD POLICIES IN NEGOTIATION AGREEMENTS, (10) BARGAINING ELECTIONS FOR TEACHERS, (11) HARD-LINE BARGAINING IN EDUCATION, (12) MAKING NEGOTIATIONS WORK, (13) WHEN A DEMAND IS EXCESSIVE, (14) WHEN DEMANDS SHOULD BE REJECTED, (15) THE DISCIPLINE CLAUSE, (16) INCORPORATING ETHICS CODES, (17) GRIEVANCE PROCEDURES, (18) DURATION OF WRITTEN AGREEMENTS, (19) ADMINISTERING AGREEMENTS, AND (20) REOPENING NEGOTIATIONS. A RELATED DOCUMENT IS EA 001 844. (TT)

ED025031 EA001848
AREAS OF CONFLICT BETWEEN ADMINISTRATORS AND TEACHERS. A NEW MEXICO REPORT. SEABERG, JOHN; ULIBARRI, HORACIO, MAR 68, 41P.

A STUDY INVESTIGATED THE NATURE OF THE CONFLICT BETWEEN THE SCHOOL ADMINISTRATION AND TEACHER ORGANIZATIONS OVER POLICY FORMULATION AND DECISION MAKING IN SIX NEW MEXICO SCHOOL DISTRICTS HAVING BOTH NATIONAL EDUCATION ASSOCIATION (NEA) AND AMERICAN FEDERATION OF TEACHERS (AFT) AFFILIATES. THE STUDY SOUGHT TO DETERMINE WHETHER THERE ARE DIFFERENCES BETWEEN THE SCHOOL ADMINISTRATION AND TEACHERS CONCERNING (1) AREAS OF IMPORTANCE IN POLICY FORMULATION AND DECISION MAKING, (2) THE AREAS IN WHICH TEACHERS SHOULD BE INVOLVED IN POLICY FORMULATION AND DECISION MAKING, AND (3) THE METHODS TEACHERS SHOULD EMPLOY TO OBTAIN THEIR GOALS. A THREE-PART QUESTIONNAIRE COMPOSED OF LIKERT-TYPE SCALES WAS ADMINISTERED TO LOCAL NEA AND AFT AFFILIATE OFFICERS AND EX-OFFICERS AND TO THE UPPER ECHELON OF THE LOCAL SCHOOL ADMINISTRATION AND MEMBERS OF THE LOCAL BOARD OF EDUCATION. CONCLUSIONS SHOW (1) NO SIGNIFICANT DIFFERENCES AMONG THE ADMINISTRATION, NEA AFFILIATE OFFICERS, AND AFT AFFILIATE OFFICERS, REGARDING AREAS OF IMPORTANCE, (2) SIGNIFICANT DIFFERENCES REGARDING THE AREAS IN WHICH TEACHERS SHOULD BE INVOLVED, AND (3) A MIXED REACTION REGARDING THE METHODS TEACHERS SHOULD EMPLOY TO OBTAIN THEIR GOALS. IMPLICATIONS OF THE FINDINGS ARE DISCUSSED, WITH AN OBSERVATION THAT THEY ARE MAINLY APPLICABLE TO AREAS OF THE UNITED STATES WHICH ARE NOT HEAVILY INDUSTRIALIZED AND NOT PROXIMATE TO STRONGLY UNIONIZED ORGANIZATIONS. (TT)

ED025035 EA001852
PERSONNEL ADMINISTRATION IN STATE EDUCATION AGENCIES IN THE YEARS AHEAD: A GUIDE FOR THE SELF-EVALUATION AND IMPROVEMENT OF PERSONNEL ADMINISTRATION IN THE STATE EDUCATION AGENCY. REPORT ON THE IMPROVEMENT OF PERSONNEL ADMINISTRATION IN STATE EDUCATION AGENCIES PROJECT. 68, 164P.

A STUDY OF PERSONNEL ADMINISTRATION IN STATE EDUCATION AGENCIES LEADS TO THE CONCLUSION THAT THE AGENCIES' PERSONNEL PROGRAMS DESPERATELY NEED TO BE STRENGTHENED. THE FINDINGS AND RECOMMENDATIONS ARE BASED ON A COMPREHENSIVE REVIEW OF EXISTING PERSONNEL PRACTICES IN STATE EDUCATION AGENCIES

ED025044 EA001895
DESIGN FOR AN EDUCATION SYSTEM COST-EFFECTIVENESS MODEL. NOV 67, 32P.

AN ELEMENTARY AND SECONDARY EDUCATION COST-EFFECTIVENESS MODEL IS DESIGNED, EMPHASIZING EVALUATION OF ESEA'S TITLE I PROGRAMS FOR THE DISADVANTAGED. FOCUSING HEAVILY ON STUDENT ACHIEVEMENT, THE MODEL PRESENTS A MEANS FOR EVALUATING BY COMPUTER SIMULATION THE RELATIVE SCHOOL, STUDENT, AND COMMUNITY EFFECTS AND ASSOCIATED COSTS OF ALTERNATIVE TITLE I PROGRAMS. THE MODEL CONTAINS FOUR ELEMENTS TRACING THE CHRONOLOGICAL EFFECTS OF TITLE I PROGRAMS ON THE STUDENTS AND BASED ON THE NEEDS OF THE COMPUTER. THE FOUR ELEMENTS OF THE MODEL AND THEIR SUBMODELS ARE AS FOLLOWS: INPUT (COST), IMMEDIATE TITLE I EFFECTS (INSTRUCTIONAL PROCESS), LONGER-RANGE EFFECTS (SCHOOL FLOWS, DROPOUT AND TRUANCY CALCULATION, COURSE OF STUDY SELECTION, AND COMMUNITY EFFECTS), AND OUTPUT (EFFECTIVENESS OUTPUTS). (HW)

ED025045 EA001916
RANKING OF THE STATES, 1967. 67, 70P.
HC NOT AVAILABLE FROM EDRS.

STATES ARE RANKED ON 117 ITEMS OF DATA THAT MAY BE USED TO UNDERSTAND, EXPLAIN, INTERPRET, AND EVALUATE VARIOUS ASPECTS OF STATE SCHOOL SYSTEMS. THE GENERAL CATEGORIES OF THE LISTINGS ARE (1) POPULATION, (2) ENROLLMENT AND ATTENDANCE, (3) TEACHERS, (4) EDUCATIONAL ATTAINMENT, (5) FINANCIAL RESOURCES, (6) GOVERNMENTAL AND SCHOOL REVENUES, (7) EXPENDITURES AND DEBT, AND (8) MISCELLANEOUS. SIMILAR DATA FOR 1968 CAN BE FOUND IN EA 001 710. (HW)

ED025049 EC001548
A CONDENSATION OF A SERIES OF ADDRESSES RELATING TO THE TREATMENT, REHABILITATION AND EDUCATION FOR CHILDREN. TOMPKINS, JAMES R.; ALLEN, ADALINE, ED., OCT 68, 18P.

SOCIETY'S PRIORITIES AND THE HISTORY OF FEDERAL ACTIVITY WITH EMOTIONALLY DISTURBED CHILDREN ARE REVIEWED

ED025068 EC002862
THE COMSTAC REPORT: STANDARDS FOR STRENGTHENED SERVICES. 66, 393P.
DOCUMENT NOT AVAILABLE FROM EDRS.

PRINTED IN LARGE TYPE AND INTENDED FOR AGENCIES SERVING BLIND AND VISUALLY HANDICAPPE" PERSONS, THE REPORT REVIEWS THE ACCOMPLISHMENTS OF THE COMMISSION ON STANDARDS AND ACCREDITATION OF SERVICES FOR THE BLIND (COMSTAC) AND THE ORGANIZATIONAL STRUCTURE PLANS FOR ITS REPLACEMENT BODY, THE NATIONAL ACCREDITATION COUNCIL FOR AGENCIES SERVING THE BLIND AND VISUALLY HANDICAPPED. STATEMENTS ON POLICIES AND PRINCIPLES TREAT CONFIDENTIALITY, FEES, AND NON-DISCRIMINATION, WHICH ARE INCORPORATED INTO THE FOLLOWING 12 STANDARDS REPORTS BY A SYSTEM OF CROSS-REFERENCE. THE FIVE SETS OF STANDARDS FOR ADMINISTRATION CONCERN AGENCY FUNCTION AND STRUCTURE, FINANCIAL ACCOUNTING AND SERVICE REPORTING, PERSONNEL ADMINISTRATION AND VOLUNTEER SERVICE, PHYSICAL FACILITIES, AND PUBLIC RELATIONS AND FUND RAISING. SEVEN STANDARDS REPORTS FOR SERVICE PROGRAMS CONSIDER THE AREAS OF EDUCATION, LIBRARY, ORIENTATION AND MOBILITY, REHABILITATION CENTERS, SHELTERED WORKSHOPS, SOCIAL SERVICES, AND VOCATIONAL SERVICES. EACH SET OF STANDARDS IS PRECEDED BY AN INDEX OF ITS CONTENTS AND FOLLOWED BY AN APPENDIX OF REFERENCES. A DIRECTORY LISTS PERIODICALS, PUBLISHERS, AND REFERENCE SOURCES. (AUTHOR/LE)

ED025071 EC002907
PROGRAMING FOR THE MENTALLY RETARDED. REPORT OF A NATIONAL CONFERENCE (WASHINGTON, D.C., OCTOBER 31 - NOVEMBER 2, 1966). 68, 144P.
HC NOT AVAILABLE FROM EDRS.

PAPERS AND PRESENTATIONS ON PHYSICAL EDUCATION AND RECREATION FOR THE MENTALLY RETARDED CONSIDER PROGRAMS IN NORWAY, THE IMPORTANCE OF PHYSICAL ACTIVITY, THE PHYSICAL EDUCATOR AS A MEMBER OF THE SPECIAL EDUCATION TEAM, AND THE TEAM APPROACH IN PROGRAMING. THE FOLLOWING ARE ALSO TREATED: RECREATION AND DAY CARE FOR THE SEVERELY RETARDED IN A COMMUNITY SETTING, A COMMUNITY RECREATION TEAM APPROACH TO PROGRAMING, PLAY FACILITIES AND EQUIPMENT, A PROGRAM OF DEVELOPMENTAL MOTOR ACTIVITIES, SUPPORT FOR RECREATION PROGRAMS, AND PHYSICAL EDUCATION PROGRAMS. ADDITIONAL INFORMATION IS PROVIDED CONCERNING FINANCIAL ASSISTANCE AND RESOURCE MATERIAL AVAILABLE FROM THE U.S. OFFICE OF EDUCATION, PREPARATION OF GRANT PROPOSALS, AND COMPREHENSIVE STATE PLANNING IN MENTAL RETARDATION. THE ROLE OF MOTOR ACTIVITIES IN PROGRAMS FOR RETARDED AND EDUCATIONALLY HANDICAPPED CHILDREN IS ASSESSED, AS ARE COMMUNITY/RESIDENTIAL FACILITY COOPERATION, RECREATION PLANNING FOR RETARDED ADULTS, SCOUTING, RECREATION FOR THE SEVERELY AND PROFOUNDLY RETARDED, SEX EDUCATION, AND THE CHALLENGE TO ACTION. REACTIONS, QUESTIONS AND ANSWERS, AND GROUP AND SPECIAL INTEREST DISCUSSIONS ARE INCLUDED. (JD)

ED025072 EC002922
MENTAL RETARDATION FACILITIES CONSTRUCTION PLAN. SECOND ANNUAL REPORT. 67, 87P.

DEVELOPED IN CONJUNCTION WITH THE PLAN FOR COMPREHENSIVE STATE AND COMMUNITY ACTION TO COMBAT MENTAL RETARDATION, THE MAINE MENTAL RETARDATION FACILITIES CONSTRUCTION PLAN IS DESIGNED TO BE INTEGRATED WITH OTHER HEALTH FACILITIES AND TO SERVE THE NEEDS OF THE MENTALLY RETARDED. THE ADVISORY COUNCIL AND THE STATE AGENCY IN CHARGE ARE DESCRIBED. THE FOLLOWING ARE ALSO DETAILED: STATE ORGANIZATION, DEPARTMENTAL AGREEMENT, STATE COMMITTEES HAVING INTEREST IN MENTAL RETARDATION PLANNING, THE AGREEMENT WITH THE HEALTH FACILITIES PLANNING COUNCIL, AND RESPONSIBILITIES OF THE MAINE COMMITTEE ON PROBLEMS OF THE MENTALLY RETARDED. GOALS FOR CONSTRUCTION, DEVELOPMENT OF THE STATE PLAN, AND DELINEATION OF THE STATE'S FIVE PLANNING REGIONS ARE EXPLAINED. A STATE MAP OF REGIONS IS PROVIDED, AND SERVICES FOR THE RETARDED ARE PRESENTED BY REGION. AN INVENTORY OF MENTAL RETARDATION FACILITIES COVERS GENERAL DATA AND SERVICES. THE RELATIVE NEED, METHODS OF ADMINISTRATION, AND APPLICATION PROCESS ARE DETAILED. THE APPENDIX PRESENTS DOCUMENTS, DESCRIPTIVE TABLES, AND MAPS. (JD)

ED025106 EF002033
STATE PARTICIPATION IN FINANCING LOCAL PUBLIC SCHOOL FACILITIES. BARR, W. MONTFORD; WILKERSON, WILLIAM R., 65, REPRINT FROM "TRENDS IN FINANCING PUBLIC EDUCATION", PROCEEDINGS OF THE 8TH NATIONAL CONFERENCE ON SCHOOL FINANCE
DOCUMENT NOT AVAILABLE FROM EDRS.

A REVIEW OF RESEARCH AND PROCEDURES IN STATE PARTICIPATION IN FINANCING LOCAL CAPITAL OUTLAYS IN THE 25 YEAR PERIOD FROM 1940-1965. THE REPORT SUMMARIZES MAJOR STUDIES PUBLISHED IN 1940, 1951, AND 1959 AND NUMEROUS UNCOORDINATED STUDIES AND REPORTS SINCE THAT DATE. (FPO)

ED025114 EF002248
ARCHITECTURAL FEATURES OF THE SOUTHERN NEVADA VOCATIONAL-TECHNICAL CENTER. JUN 67, 6P.

A CASE STUDY DESCRIBING SITE ANALYSIS, LANDSCAPING, TEAM APPROACH TO DESIGN SOLUTION, SPACE RELATIONSHIPS, AND AN OPEN SPACE CONCEPT. AN EFFORT IS MADE TO BRING TECHNICAL-VOCATIONAL DEPARTMENTS TO THE FOREFRONT AND ELIMINATE WASTEFUL CORRIDOR SPACE IN THE PROCESS. THE PROGRAM IS PHASED TO MEET FINANCIAL LIMITATION. (JS)

ED025117 EF002283
SCHOOL PLANTS OF WARREN COUNTY. A SURVEY OF THE NEEDS FOR SCHOOL FACILITIES IN A COUNTY SCHOOL DISTRICT. MAR 65, 77P.

LIMITED TO THE PROBLEM OF HOW TO MAKE THE BEST USE OF EXISTING PLANT FACILITIES AND PLAN FUTURE NEEDS FOR A COUNTRY SCHOOL SYSTEM, EVALUATIVE CRITERIA AND STANDARDS FOR EXISTING SCHOOL BUILDINGS WITH RESPECT TO SAFETY, HEALTH, SPACE, INTEGRATION, AND FLEXIBILITY REQUIREMENTS ARE SUGGESTED. A CLASSIFICATION SCHEME FOR DESCRIBING FACILITIES BASED UPON BUILDING AGE AND RANGING FROM SOUND FACILITIES WITH AN EXPECTED USE OF UP TO AT LEAST THIRTY YEARS TO FACILITIES RECOMMENDED FOR IMMEDIATE ABANDONMENT IS DISCUSSED ALONG WITH RELEVANT CRITERIA FOR EACH CATEGORY. DESCRIPTIONS OF SCHOOL FACILITIES IN WARREN COUNTY FOLLOWS BASED ON THE FINDINGS OF A STUDY TEAM. THE DESCRIPTIONS GIVE AN IMAGE OF EACH SCHOOL PLANT, WITH SUFFICIENT DETAIL TO ENABLE THE READER TO GROUP THE UNITS INTO THE CLASSIFICATION SCHEME SUGGESTED. DIAGRAMS WHICH REPRESENT THE QUALITY AND UTILIZATION OF SPACE IN THE VARIOUS FACILITIES ARE INCLUDED. A REVIEW OF THE TOTAL PROBLEM OF SCHOOL FACILITIES IN WARREN COUNTY CONCLUDES WITH A DISCUSSION OF CAPACITIES (THEORETICAL AND REALISTIC), A RATING OF FACILITIES, A STATEMENT OF PRESENT NEEDS, A PROJECTION OF NEEDS TO 1975, AND THE RESOURCES AVAILABLE TO THE DISTRICT FOR MEETING THESE NEEDS. ALTERNATIVES AVAILABLE TO THE DISTRICT ARE DISCUSSED, RECOMMENDATIONS ARE MADE, PLANS ARE SUGGESTED AND CONTRASTED. (FPO)

ED025122 EF002407
PLAN AHEAD FOR LOW COST INSURANCE. DEC 66, 2P.
DOCUMENT NOT AVAILABLE FROM EDRS.

A DISCUSSION ADDRESSED TO SCHOOL BOARD MEMBERS EITHER PLANNING A NEW BUILDING OR ADDING TO AN EXISTING ONE ON HOW TO CUT INSURANCE COSTS. THE SINGLE MOST IMPORTANT FACTOR IN INSURANCE COSTS IS THE TYPE OF CONSTRUCTION. OTHER IMPORTANT COST FACTORS ARE CONSIDERED. (FPO)

ED025123 EF002409
SITE CHOICE CAN PROVE TO BE A BOON OR BURDEN. DEC 66, 3P.
DOCUMENT NOT AVAILABLE FROM EDRS.

A GUIDE FOR SCHOOL BOARD MEMBERS TO USE IN EVALUATING THE DEVELOPMENT POTENTIAL OF SCHOOL SITES WITH RESPECT TO THE CONSTRUCTION BUDGET, THE DESIGN OF THE SCHOOL BUILDING AND ITS FUNCTIONAL OPERATION AND MAINTENANCE. FIFTEEN FACTORS ARE SUGGESTED FOR EVALUATIVE CRITERIA AND EACH IS BRIEFLY DISCUSSED. (FPO)

ED025125 EF002412
NEW IDEAS SPUR NEW USES FOR RELOCATABLE FACILITIES. NOV 66, 7P.
DOCUMENT NOT AVAILABLE FROM EDRS.

A DISCUSSION OF FLEXIBLE CLASSROOM FACILITIES FOR ELEMENTARY, SECONDARY AND HIGHER EDUCATION. NEW USES FOR THEM ARE REPORTED ON IN A VARIETY OF GEOGRAPHIC AREAS. FEDERAL FUNDS ARE NOW AVAILABLE FOR THE PURCHASE OR LEASE OF THESE FACILITIES, AND THEIR USE IS SUGGESTED IN ORDER TO MEET SHIFTING ENROLLMENT INFLUENCES. (FPO)

ED025126 EF002427
IT TOOK TIME AND TENACITY TO MAKE THURSTON OUTSTANDING. SEP 68, 5P.
DOCUMENT NOT AVAILABLE FROM EDRS.

A DESCRIPTION OF HOW EDUCATIONAL PLANS FOR A FLEXIBLY SCHEDULED, NONGRADED INTERMEDIATE SCHOOL WERE IMPLEMENTED ARCHITECTURALLY. CONSIDERATION OF ARCHITECTURAL ELEMENTS IS AMPLIFIED BY PHOTOGRAPHS AND PLANS. (FPO)

ED025135 EF002542
THE USE OF CARPETING IN THE SCHOOL. A SELECTED AND ANNOTATED BIBLIOGRAPHY. 68, 18P.

AS A COMPREHENSIVE REFERENCE SOURCE ON CARPETING USAGE IN SCHOOLS, THIS SELECTED AND ANNOTATED BIBLIOGRAPHY IS DIVIDED INTO FIVE SUBJECT AREAS. THE SUBJECT AREAS COVERED ARE

FACILITY CASE STUDIES OF CARPETED LEARNING ENVIRONMENTS GIVES AN INSIGHT INTO ACTUAL SITUATIONS ALONG WITH THE ACCOMPANYING FEED-BACK RESULTS AND EXPERIENCES OF THE USERS

ED025138 EF002558
SCHOOL PLANT PLANNING. AN ANNOTATED BIBLIOGRAPHY. CONRAD, M. J.; AND OTHERS, 68, 70P.

THIS BIBLIOGRAPHY OF THE SCHOOL PLANT FIELD WHICH INCLUDES TEXT BOOKS AND PERIODICALS, IS ORGANIZED INTO SECTIONS COVERING DISTRICT SURVEYS, ENROLLMENTS, EVALUATIONS, EDUCATIONAL PLANNING, ROOM NEEDS AND ROOM SPECIFICATIONS. MOST ENTRIES ARE BRIEFLY DESCRIBED. (NI)

ED025139 EF002562
PROPERTY ACCOUNTING FOR TITLE I, ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965. MAR 66, 13P.
EDRS PRICE MF-$0.25 HC-$0.75

THE FOLLOWING ARE COVERED--(1) RULES AND REGULATIONS CONCERNING INVENTORIES OF EQUIPMENT, RETENTION OF RECORDS, AND TITLE AND CONTROL OVER FUNDS AND PROPERTY, (2) DEFINITIONS, (3) PROCEDURES, (4) KINDS OF EQUIPMENT, AND (5) FORMS. (NI)

ED025146 EM000319
WORKSHOPS ON THE USE AND ADAPTATION OF NEW MEDIA FOR DEVELOPING CREATIVITY APR 68, 256P.

STRUCTURED BY A THREE-DIMENSIONAL LEARNING THEORY MODEL, AN EXPERIMENTAL TEACHER EDUCATION PROJECT WAS DESIGNED TO DEVELOP CREATIVITY IN ELEMENTARY SCHOOL CHILDREN. IN THIS MODEL, THE INTERACTION OF STANDARD CURRICULUM AND 23 PROJECT-ORIENTED TEACHING STRATEGIES PRODUCED THE COMPONENTS OF PRODUCTIVE-DIVERGENT THINKING: FLUENCY, FLEXIBILITY, ELABORATION, ORIGINALITY, CURIOSITY, RISK-TAKING, AND COMPLEXITY. THE NATIONAL SCHOOLS PROJECT CONDUCTED INSERVICE TRAINING WORKSHOPS AT SIX PROJECT SCHOOL SITES TO ACQUAINT TEACHERS AND SCHOOL ADMINISTRATORS WITH METHODS OF ELICITING THESE COMPONENTS OF CREATIVE THOUGHT. IDEAS GENERATED, CLASSIFIED, AND FIELD-TESTED BY PROJECT TEACHERS DURING TRAINING CONSTITUTED THE ANALYTIC BASIS FOR EVALUATION OF TRAINING EFFECTIVENESS. EXPERIENCE WITH THE PILOT PROJECT INDICATES THAT INSERVICE TRAINING SHOULD BE CONTINUED IN THE OPERATIONAL PHASE TO IMPROVE THE TEACHER'S FAMILIARITY WITH THESE PROGRESSIVE EDUCATIONAL STRATEGIES. APPENDICES TO THIS REPORT CONSIST OF ILLUSTRATIVE HANDOUT MATERIALS UTILIZED DURING THE FIVE GENERAL WORKSHOPS

ED025147 EM000326
LIVE RADIO NETWORKING FOR EDUCATIONAL STATIONS: NAEB SEMINAR (UNIVERSITY OF WISCONSIN, JULY 17-21, 1960). MCKENZIE, BETTY, ED.; AND OTHERS, [60], 114P.

A NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS (NAEB) SEMINAR REVIEWED THE DEVELOPMENT OF REGIONAL LIVE EDUCATIONAL NETWORKING AND THE PROSPECT OF A NATIONAL NETWORK TO BROADCAST PROGRAMS OF EDUCATIONAL, CULTURAL, AND INFORMATIONAL INTEREST. OF THE 137 OPERATING NAEB RADIO STATIONS, CONTRIBUTING TO THE INSUFFICIENT NEWS COMMUNICATION RESOURCES OF THE NATION, 73 RESPONDED TO A QUESTIONNAIRE ON LIVE NETWORKING, AND 67 EXPRESSED DEGREES OF INTEREST IN PARTICIPATION. A SAMPLE BROADCASTING SCHEDULE WAS BASED ON THE ASSUMPTIONS OF AN EIGHT HOUR BROADCAST DAY, A GENERAL LISTENING AUDIENCE, AND LIVE TRANSMISSION. SOME OF THE ADVANTAGES OF SUCH A NETWORK, PROGRAMED ON A MUTUAL BASIS WITH PLANS FOR A MODIFIED ROUND-ROBIN SERVICE, WOULD BE IMPROVED EDUCATIONAL PROGRAMING, WIDESPREAD AVAILABILITY, AND REDUCTION OF STATION OPERATING COSTS. USING 13 NAEB STATIONS AS A ROUND-ROBIN BASIC NETWORK, THE REMAINING 39 COULD BE FED ON A ONE-WAY LINE AT A MINIMUM WIRELINE COST OF $8569 PER MONTH

ED025151 EM006830
THE HIDDEN MEDIUM: A STATUS REPORT ON EDUCATIONAL RADIO IN THE UNITED STATES. APR 67, 230P.

IN THE WINTER OF 1966-67, THE NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS (NAEB) MADE A SURVEY OF 320 EDUCATIONAL RADIO STATIONS REQUESTING DETAILED INFORMATION ABOUT BUDGETS, TYPES OF PROGRAMING, HOURS OF SERVICE, STATION FACILITIES, AND FUTURE PLANS AND NEEDS. THE DATA FROM THIS SURVEY, BASED ON THE QUESTIONNAIRES RETURNED BY 135 STATIONS, DOCUMENTS THE BROAD OVERVIEW OF THIS REPORT. EDUCATIONAL RADIO'S GREATEST POTENTIAL SERVICE TO SCHOOLS, PROFESSIONAL PEOPLE, COMMERCIAL STATIONS, THE SOCIALLY DISADVANTAGED, AND THE COMMUNITY IN GENERAL HAS BEEN SEVERELY LIMITED BY LOW BUDGETS, SMALL STAFFS, AND A LACK OF BOTH AUDIENCE RESEARCH AND PROGRAM PROMOTION. THE NATIONAL EDUCATIONAL RADIO NETWORK (NERN), WHICH DISTRIBUTES TAPES OF PROGRAMS TO ITS 150 AFFILIATE STATIONS, OFFERED 1,895 PROGRAMS (31,371 HOURS OF BROADCASTING) IN 1966, YET THE SURVEY DETERMINED THAT THE AVERAGE STATION OPERATES ON AN ANNUAL BUDGET OF LESS THAN $25,000. APPENDICES INCLUDE STATISTICS GATHERED IN THE SURVEY

ED025152 EM006836
RESPONSIBILITIES, RIGHTS, AND INCENTIVES FOR FACULTY WITH RESPECT TO TELEVISED INSTRUCTION. OCT 66, 23P.

THERE ARE FEW AVAILABLE GUIDELINES TO ASSIST THOSE CONCERNED WITH TELEVISED INSTRUCTION IN UNIVERSITIES ON SUCH MATTERS AS OWNERSHIP OF MATERIAL, CONTROL OF CONTENT, AND INCENTIVES TO FACULTY. QUESTIONS OF OWNERSHIP OF RECORDED MATERIAL SHOULD BE RESOLVED, AND INSTITUTIONS SHOULD BE PREPARED TO TRADE OFF SOME OF THEIR RIGHTS AS INDUCEMENTS TO FACULTY TO MAKE BETTER USE OF THE MEDIUM. TELEVISION COURSES SHOULD BE UNDER MUCH THE SAME ACADEMIC CONTROL AS CONVENTIONAL COURSES

ED025153 EM006844
THE STATUS OF INSTRUCTIONAL TELEVISION MAR 64, 47P.

INFORMATION FOR A TABULAR STUDY OF INSTRUCTIONAL TELEVISION (ITV) SERIES WAS SUPPLIED VIA QUESTIONNAIRE BY 81 EDUCATIONAL TELEVISION STATIONS, THE MIDWEST PROGRAM ON AIRBORNE TELEVISION INSTRUCTION, 41 CLOSED-CIRCUIT INSTALLATIONS, AND 51 COMMERCIAL CHANNELS.

ED025158 EM007006
PERCENTILE RANKING OF EDUCATIONAL COMMUNICATIONS PROGRAMS. 68, 163P.

ED025160 EM007038
EDUCATIONAL TELEVISION. THE LIBRARY OF EDUCATION. 68, 126P.
DOCUMENT NOT AVAILABLE FROM EDRS.

EDUCATIONAL TELEVISION REPRESENTS THE MOST COMPREHENSIVE INNOVATION IN AMERICAN EDUCATION. ITS HISTORY, FINANCIAL BASES, PUBLIC SERVICE ASPECTS, AND THE FUTURE OF OPEN-CIRCUIT INSTRUCTIONAL TELEVISION ARE PRESENTED BRIEFLY. (TI)

ED025272 LI001062
TOWARDS A COMMON GOAL MAR 68, 101P.

THESE 19 ARTICLES ON SCHOOL-PUBLIC LIBRARY COOPERATION HAVE APPEARED IN LIBRARY AND EDUCATION PERIODICALS OR CONFERENCE PROCEEDINGS. TOPICS COVERED INCLUDE: THE PROBLEMS AND OPPORTUNITIES OF LIBRARY SERVICE TO STUDENTS

ED025342 RC002669
THE INTERMEDIATE UNIT OF SCHOOL ADMINISTRATION FOR POLK COUNTY SCHOOLS. SEP 67, 31P.

THE INTERMEDIATE ADMINISTRATIVE UNIT OF POLK COUNTY, IOWA IS OUTLINED IN THIS DOCUMENT. ITEMS DISCUSSED INCLUDE BOARD OF EDUCATION PHILOSOPHY AND POLICY, PERSONNEL, EDUCATIONAL SERVICES, ADMINISTRATIVE ORGANIZATION, COUNTY BOARD OF EDUCATION AND SUPERINTENDENT RELATIONSHIPS, COUNTY BOARD AND LOCAL BOARD RELATIONSHIPS, BUDGETING, AND FISCAL MATTERS. A CHART DEPICTING STUDENT ENROLLMENTS BY GRADE LEVEL AND SCHOOL CONCLUDES THE DOCUMENT. (SW)

ED025345 RC002907
INDIAN EDUCATION IN NEW MEXICO. JUL 68, 62P.
DOCUMENT NOT AVAILABLE FROM EDRS.

THE PERCENTAGE OF INDIAN CHILDREN IN NEW MEXICO PUBLIC SCHOOLS IS INCREASING, BUT DROPOUT RATES REMAIN HIGH AND A LOW LEVEL OF ACADEMIC ACHIEVEMENT BY INDIAN CHILDREN PERSISTS. AN EFFORT SHOULD BE MADE TO INCREASE JOHNSON-O'MALLEY FUNDS FOR INDIAN STUDENTS, AND MORE DETAILED ACCOUNTING PROCEDURES SHOULD BE REQUIRED TO ENSURE THAT THESE FUNDS ARE USED EXCLUSIVELY FOR INDIAN CHILDREN. SCHOOLS OF EDUCATION SHOULD INCLUDE COURSES IN LINGUISTICS TO PREPARE TEACHERS TO TEACH ENGLISH AS A SECOND LANGUAGE. INDIAN EDUCATION MUST BE BASED ON A PHILOSOPHY THAT RESPECTS AND RECOGNIZES CULTURAL DIFFERENCES. (JH)

ED025348 RC002926
GEOGRAPHICAL AREAS AND PLANT FACILITIES FOR EDUCATIONAL PURPOSES IN VERMONT. AUG 64. 108P.

SCHOOL DISTRICTS IN VERMONT ARE ORGANIZED GENERALLY ALONG TOWN BOUNDARY LINES WITH NO CLEAR DISTINCTION BETWEEN TOWN AND SCHOOL GOVERNMENTAL UNITS. STATE FINANCIAL DISTRIBUTIONS ARE USUALLY MADE TO THE TOWN, AND TAXES ARE BILLED AND COLLECTED BY THE TOWN. THERE IS A NEED FOR SCHOOL DISTRICT REORGANIZATION IN TERMS OF LARGER UNIFIED OR 12-GRADE SCHOOL DISTRICTS, WITH APPROXIMATELY EQUAL ASSESSED VALUATIONS AND THE POWER OF TAXATION BEING THE TWO MOST IMPORTANT CONSIDERATIONS. ADDITIONAL CRITERIA CONCERN SOCIAL AND ECONOMIC FACTORS, TRANSPORTATION, GEOGRAPHY, AND MINIMUM ENROLLMENT. (JH)

ED025349 RC002958
THE INDIAN, AMERICA'S UNFINISHED BUSINESS BRODY, WILLIAM A., COMP.; ABERLE, SOPHIE D., COMP., NOV 66, 236P.
DOCUMENT NOT AVAILABLE FROM EDRS.

BECAUSE A 1953 CONGRESSIONAL RESOLUTION ESTABLISHED THE POLICY OF TERMINATING THE SPECIAL RELATIONSHIP BETWEEN AMERICAN INDIANS AND THE FEDERAL GOVERNMENT, A REVIEW OF HISTORICAL INFORMATION ON THIS RELATIONSHIP IS IN ORDER SO THAT RECOMMENDATIONS CAN BE MADE WITH RESPECT TO THE TERMINATION OF SERVICES, FUNDS, AND AUTHORITY. TERMINATION SHOULD OCCUR ONLY AFTER ADEQUATE IN-

FORMATION IS AVAILABLE AND SOLUTIONS HAVE BEEN FOUND TO EXISTING PROBLEMS OF HEALTH, EDUCATION, ECONOMY, AND GOVERNMENT. THE INDIAN MUST BE MOTIVATED TO PARTICIPATE IN SOLVING HIS OWN PROBLEMS, AND HE SHOULD HAVE THE RIGHT TO DETERMINE HIS OWN FORM OF GOVERNMENT. TRIBAL JUDICIAL SYSTEMS SHOULD BE INTEGRATED WITH STATE SYSTEMS. THE BUREAU OF INDIAN AFFAIRS SHOULD MAKE EXPERTS IN ECONOMIC PLANNING AVAILABLE TO INDIAN TRIBES, AS ITS FUNCTION SHOULD BE TO COUNSEL AND ASSIST, NOT TO CONTROL OR REGIMENT. THE POWER OF THE SECRETARY OF THE INTERIOR SHOULD BE REDUCED TO ALLOW TRIBES TO OPERATE TO THE FULL EXTENT OF THEIR ABILITIES. TRIBES SHOULD ASSUME GREATER RESPONSIBILITY FOR HEALTH AND SANITATION. SCHOOL PERSONNEL SHOULD HAVE SPECIAL TRAINING IN DEALING WITH INDIAN CHILDREN, AND ADULT EDUCATION PROGRAMS MUST BE EXPANDED AND STRENGTHENED. (JH)

ED025353 RC003003
ANSWERS TO YOUR QUESTIONS ABOUT AMERICAN INDIANS. MAY 68, 52P.

MANY OF THE FREQUENT QUESTIONS WHICH ARISE CONCERNING THE RELATIONSHIP BETWEEN INDIANS AND THE FEDERAL GOVERNMENT ARE ANSWERED IN THIS DOCUMENT. THESE QUESTIONS AND ANSWERS, IN GENERAL, RELATE TO INDIANS WITH WHOM THE FEDERAL GOVERNMENT STILL RETAINS A SPECIAL RELATIONSHIP. QUESTIONS AND ANSWERS PERTAIN TO THE FOLLOWING AREAS: (1) THE INDIAN PEOPLE, (2) THE LEGAL STATUS OF INDIANS, (3) THE BUREAU OF INDIAN AFFAIRS, (4) INDIAN LANDS, (5) THE ECONOMIC STATUS OF INDIANS, (6) INDIAN EDUCATION, (7) LAW AND ORDER ON RESERVATIONS, AND (8) INDIAN HEALTH. LISTS OF SELECTED READINGS, INDIAN PUBLICATIONS, AND INDIAN MUSEUMS CONCLUDE THE DOCUMENT. (SW)

ED025366 RC003113
PROGRAMS AVAILABLE FOR STRENGTHENING THE EDUCATION OF SPANISH-SPEAKING STUDENTS. NOV 68, 41P.

THE PURPOSES OF THE GUIDE ARE TO PROVIDE INFORMATION CONCERNING FEDERAL FUNDS AVAILABLE FOR TRAINING EDUCATIONAL PERSONNEL TO WORK IN AREAS WITH HIGH CONCENTRATIONS OF BILINGUAL STUDENTS

ED025380 RE001360
IS THE READING INSTRUCTION THAT WE ARE PROVIDING THE DISADVANTAGED ADEQUATE? APR 68, 17P.
EDRS PRICE MF-$0.25 HC-$0.95

THOUGH THE READING INSTRUCTION PROGRAMS FOR DISADVANTAGED CHILDREN ARE MAKING PROGRESS, THEY ARE NOT ACCOMPLISHING THEIR GOAL TO ELIMINATE THE PROGRESSIVELY WIDER GAP IN READING ACHIEVEMENT BETWEEN SOCIALLY AND ECONOMICALLY DEPRIVED YOUNGSTERS AND THOSE BELONGING TO THE AVERAGE MIDDLE-CLASS GROUP. THE FOLLOWING ARE REASONS FOR THIS FAILURE TO TEACH READING EFFECTIVELY TO THE DISADVANTAGED: (1) STIMULUS DEPRIVATION AND ENVIRONMENTAL DISADVANTAGE, (2) INADEQUATE PREPARATION OF TEACHERS AND SUPERVISORS, (3) LARGE CLASSES ORGANIZED IN A TIGHT STRUCTURE, (4) LACK OF CLINICAL DIAGNOSIS AND CORRECTIVE TREATMENT OF READING DISABILITIES, (5) LACK OF ADEQUATE PARENT-COMMUNITY INVOLVEMENT IN THE READING PROGRAM, AND (6) LACK OF NEW TOOLS FOR THE EVALUATION OF READING PROGRESS. THERE IS NO ONE SOLUTION TO THE PROBLEM, BUT AMONG POSSIBLE REMEDIES ARE THE EXPANSION OF THE PREKINDERGARTEN PROGRAM WITH ADEQUATE FOLLOWTHROUGH, THE PLANNING OF A SEQUENTIAL DEVELOPMENTAL READING PROGRAM WITH STAFF INVOLVEMENT, THE REDUCTION OF CLASS SIZE AND TEACHING RANGE, THE ORGANIZATION OF PRESERVICE AND INSERVICE TRAINING COURSES FOR TEACHERS AND SUPERVISORS, AND GREATER PARENT-COMMUNITY INVOLVEMENT. REFERENCES ARE INCLUDED. (WL)

ED025462 SP001988
1966-67 PROFESSIONAL PERSONNEL REPORT. [68], 28P.

THIS REPORT PRESENTS THE 1966-67 STATISTICS ON PROFESSIONAL EDUCATION POSITIONS IN NEW YORK (EXCLUDING NEW YORK CITY), DETAILED BY 39 PROFESSIONAL FIELDS AND 12 ECONOMIC AREAS OF THE STATE. THE DATA INCLUDES DISTRIBUTION OF POSITIONS, SALARY, DEGREE STATUS, CERTIFICATION STATUS, AND YEARS OF EXPERIENCE. APPENDED ARE A LIST OF COUNTIES IN EACH ECONOMIC AREA AND A COPY OF PROFESSIONAL PERSONNEL REPORT FORM ST(S)-6A. (SG)

ED025555 UD007420
PROJECT PEP MAR 68, 30P.

IN THE SUMMER OF 1967 AN EIGHT-WEEK SESSION ENTITLED PROGRAMS TO EXCITE POTENTIAL (PROJECT PEP) WAS HELD AT SKIDMORE COLLEGE IN SARATOGA, NEW YORK FOR APPROXIMATELY 150 DISADVANTAGED URBAN JUNIOR HIGH SCHOOL STUDENTS. THESE STUDENTS WERE DRAWN FROM TEN URBAN AREAS THROUGHOUT THE STATE. THE CRITERIA UPON WHICH THE PARTICIPANTS WERE CHOSEN WERE UNDERACHIEVEMENT, DISADVANTAGED BACKGROUND, AND SOME SIGN OF INTEREST OR ABILITY IN ONE OR MORE OF THE PERFORMING OR CREATIVE ARTS AS EVIDENCED BY CREATIVE ARTISTIC OR VERBAL EXPRESSION....THE DATA PRESENTED IN THIS REPORT INDICATE THAT CHANGE FOR THE BETTER IN ATTITUDE AND BEHAVIOR DID INDEED TAKE PLACE DURING THE PERIOD OF PARTICIPATION IN PROJECT PEP. (AUTHOR)

ED025562 UD007554
POVERTY AND FEDERAL AID TO EDUCATION. WORKING PAPER EDA 4. OCT 67, 18P.

THE DOCUMENT IS "THE SECOND IN A SERIES OF REPORTS WHICH ANALYZE THE PROBLEMS AND EFFECTS OF INTERGOVERNMENTAL GRANTS FOR EDUCATION." THE FOCUS IS ON PROBLEMS OF "COUNTING AND LOCATING" DISADVANTAGED CHILDREN WHO ARE TO BE SERVED BY ALEMENTARY AND SECONDARY EDUCATION ACT (ESEA) PROGRAMS. DEFINITIONS OF THE POOR FOR POLICY PURPOSES, THE GEOGRAPHIC DISTRIBUTION OF CHILDREN ELIGIBLE UNDER ESEA, AND THE FUNDING OF THE PROGRAM ARE DISCUSSED WITHIN AN ECONOMICS FRAME OF REFERENCE. ALSO, THE RATIONALE BEHIND THE ESEA CRITERIA FOR ELIGIBILITY IS ANALYZED. (NH)

ED025576 UD007669
SOUTHERN EDUCATION REPORT, VOLUME 4, NUMBER 4, NOVEMBER 1968. NOV 68, 35P.

IN THIS ISSUE TWO OF THE ARTICLES ARE DEVOTED TO CRITICISMS OF COMPENSATORY EDUCATION AS AN EDUCATIONAL APPROACH. DOXEY A. WILKERSON FEELS THAT "MAKE UP" EFFORTS "DO NOT SERVE TO REALIZE THAT ACADEMIC POTENTIAL" OF POVERTY CHILDREN. ROGER A. FREEMAN STATES THAT THE RECENT ENORMOUS ECONOMIC INVESTMENT IN EDUCATIONAL IMPROVEMENT HAS NOT YIELDED A COMMENSURATE IMPROVEMENT IN "OUTPUT," BECAUSE THERE IS A FIXED HUMAN POTENTIAL FOR INTELLECTUAL DEVELOPMENT. OTHER ARTICLES DEAL WITH DROPOUTS, BUSING AND DESEGREGATION, A COLLEGE READINESS PROGRAM IN SAN MATEO, CALIFORNIA, A NEGRO SCHOOL DISTRICT IN GEORGIA, AND A NEW READING METHOD USED IN MARYLAND. (NH)

ED025579 UD007678
CHARACTERISTICS OF NEIGHBORHOOD YOUTH CORPS IN-SCHOOL PROJECTS: AN ANALYSIS FOR THE YEAR 1966-67. MCNAMARA, ROBERT J.; KAMEN, CHARLES S., APR 67, 126P.

THIS STUDY OF THE NEIGHBORHOOD YOUTH CORPS (NYC) WAS PREPARED FOR THE NATIONAL OFFICE DESCRIBING THE IN-SCHOOL PROGRAMS FUNDED AND IN OPERATION FOR THE 1967-68 ACADEMIC YEAR. IT WAS BASED ON RESPONSES FROM 1257 PROJECT OFFICIALS REPRESENTING AN ENROLLMENT OF 102,468 YOUTHS. THERE WERE 490 URBAN PROJECTS, 703 RURAL PROJECTS, AND 64 "MIXED PROJECTS." GENERAL PROJECT CHARACTERISTICS FOR THE COUNTRY AS A WHOLE, AS WELL AS FOR EACH REGION, WERE ANALYZED IN TERMS OF POPULATION TYPE, PROGRAM SIZE, VARIETIES OF EMPLOYMENT STATIONS, AND ENROLLEES' DESCRIPTIONS. IT WAS FOUND THAT MOST DIFFERENCES AMONG PROJECTS EXISTED, NOT BECAUSE OF REGIONAL LOCATION, BUT RATHER DUE TO SIZE AND TYPE. IN GENERAL, LARGE URBAN PROGRAMS ASSIGNED PARTICIPANTS MORE EFFECTIVELY TO "WHITE COLLAR" JOBS, PROVIDED MORE DIRECT AND FREQUENT SUPERVISION BETWEEN STAFF MEMBERS AND ENROLLEES, AND OFFERED MORE COUNSELING SERVICE. ALSO, THE LARGER THE PROJECT THE MORE ADEQUATE WAS THE FUNDING FOR A VARIETY OF ACTIVITIES.

ED025585 VT002039
THE PEOPLE LEFT BEHIND AUG 68, 31P.

THE NATIONAL ADVISORY COMMISSION ON RURAL POVERTY WAS CHARGED WITH THE FOLLOWING RESPONSIBILITIES: (1) TO MAKE A COMPREHENSIVE STUDY AND APPRAISAL OF THE CURRENT ECONOMIC SITUATIONS AND TRENDS IN AMERICAN RURAL LIFE, (2) TO EVALUATE THE MEANS BY WHICH EXISTING PROGRAMS, POLICIES, AND ACTIVITIES RELATING TO THE ECONOMIC STATUS AND COMMUNITY WELFARE OF RURAL PEOPLE MAY BE COORDINATED, AND (3) TO DEVELOP RECOMMENDATIONS FOR ACTION BY LOCAL, STATE, AND FEDERAL GOVERNMENTS. THE COMMISSION ESTIMATED THAT IN 1965 THERE WERE 14 MILLION PEOPLE LIVING IN RURAL AREAS OF THE UNITED STATES WHO WERE UNABLE TO PURCHASE OUT OF CURRENT INCOME THE GOODS AND SERVICES NEEDED TO PROVIDE A REASONABLE LEVEL OF LIVING. APPROXIMATELY 10 MILLION OF THESE LIVED IN NONFARM RESIDENCES, AND 4 MILLION LIVED ON FARMS. ALTHOUGH THE PERCENTAGE OF NON-WHITES WHO WERE POOR WAS GREATER THAN THAT OF WHITES, 11 MILLION OF THE 14 MILLION RURAL POOR WERE WHITE. THE COMMISSION ALSO REPORTED THAT RURAL AMERICA'S NEEDS ARE SO COMPLEX THAT NO SINGLE CONCEPT OF POVERTY IS UNIVERSALLY APPLICABLE. (CH)

ED025586 VT002183
COSTS AND RETURNS FOR INVESTMENTS IN TECHNICAL SCHOOLING BY A GROUP OF NORTH CAROLINA HIGH SCHOOL GRADUATES. ECONOMICS RESEARCH REPORT NO. 5 CARROLL, ADGER B.; IHNEN, LOREN A., DEC 67, 50P.

PERSONAL, EDUCATIONAL, EMPLOYMENT, AND EARNINGS DATA WERE COLLECTED FROM 45 MATCHED PAIRS, EACH PAIR CONSISTING OF A GASTON TECHNICAL INSTITUTE GRADUATE AND A HIGH SCHOOL CLASSMATE WHO DID NOT ENGAGE IN POST SECONDARY EDUCATION. THE OBJECTIVE OF THE STUDY WAS TO ESTIMATE THE FUNCTIONAL RELATIONSHIP BETWEEN 2 YEARS OF TECHNICAL SCHOOLING AND THE INCOMES OF THE GRADUATES. INITIAL INTERVIEWS WERE HELD IN THE SUMMER AND FALL OF 1963 AND A SECOND INTERVIEW WAS HELD IN SEPTEMBER 1964 TO UPDATE THE DATA. REGRESSION ANALYSIS WAS USED TO CONTROL THE SOURCES OF VARIANCE RELATED TO HOME AND COMMUNITY ENVIRONMENT, ACADEMIC PERFORMANCE IN HIGH SCHOOL, CIVILIAN AND MILITARY EXPERIENCE, AND INVESTMENTS IN MIGRATION. FINDINGS INCLUDED: (1) THE AVERAGE TOTAL COST PER TECHNICAL GRADUATE WAS $7,425, FOREGONE INCOME ACCOUNTED FOR 70 PERCENT OF THIS AMOUNT, (2) APPROXIMATELY ONE-THIRD OF THIS COST WAS PAID FROM PUBLIC FUNDS, (3) AVERAGE ADJUSTED FIRST YEAR EARNINGS WERE $555 HIGHER FOR THE TECHNICAL GRADUATES, (4) AVERAGE MONETARY RETURNS INCREASED $161 PER YEAR FOR THE FIRST 4 YEARS AFTER TECHNICAL SCHOOLING. (5) AN ESTIMATED VALUE OF TECHNICAL GRADUATES' ADDITIONAL LEISURE TIME WAS $446 ANNUALLY, AND (6) CONSTANT ANNUAL RETURN PROJECTIONS TO AGE 65 INDICATED A 16.7 PERCENT RATE OF RETURN FOR TECHNICAL GRADUATES, WHILE SIMILAR PROJECTIONS BASED ON DIFFERENTIAL ANNUAL RETURNS INDICATED A 20.1 PERCENT RATE OF RETURN.

THE APPENDIX INCLUDES THE REGRESSION FORMULA AND DESIGN. (EM)

ED025604 VT005949
OPENING THE DOORS: JOB TRAINING PROGRAMS. PART TWO, TEXT AND TABLES. FEB 68, 290P.
HC NOT AVAILABLE FROM EDRS.

PART I (VT 005 948) OF THE REPORT TO THE COMMITTEE ON ADMINISTRATION OF TRAINING PROGRAMS CONTAINS SUMMARIES OF THE FINDINGS AND RECOMMENDATIONS BASED ON THE ANALYSIS OF DATA PRESENTED IN THIS VOLUME. ANSWERS TO TWO BASIC QUESTIONS WERE SOUGHT: (1) TO WHAT EXTENT IS THERE WASTE, DUPLICATION, AND INEFFICIENCY IN ADMINISTERING FEDERALLY SUPPORTED JOB TRAINING PROGRAMS AS MANY INDIVIDUAL PROGRAMS? AND (2) HOW ARE THE PROGRAMS ADMINISTERED? AMONG THE 31 PROGRAMS REVIEWED ARE VOCATIONAL EDUCATION, INSTITUTIONAL AND ON-THE-JOB TRAINING UNDER THE MANPOWER DEVELOPMENT AND TRAINING ACT, APPRENTICESHIP AND TRAINING, JOB CORPS, SPECIALIZED TRAINING UNDER TITLE II OF THE ECONOMIC OPPORTUNITY ACT, WORK EXPERIENCE, WORK-STUDY, NEIGHBORHOOD YOUTH CORPS, AND OTHERS. THE PROGRAMS ARE ADMINISTERED BY ABOUT 20 FEDERAL OFFICES, UNDER 12 DIFFERENT LAWS. INFORMATION WAS GATHERED FROM RELEVANT LEGISLATION, DOCUMENTARY MATERIALS, STUDY REPORTS, TESTIMONY FROM PARTICIPANTS AND OTHERS, INTERVIEWS, WITH OVER 75 FEDERAL AND REGIONAL ADMINISTRATORS, AND INTENSIVE STUDY OF THE IMPACT OF PROGRAM OPERATIONS IN OAKLAND AND FRESNO, CALIFORNIA, AND ST. LOUIS AND SPRINGFIELD, MISSOURI, AND OTHER SOURCES. DESCRIBED AND ANALYZED AT ALL OPERATIONAL LEVELS ARE PROGRAM CHARACTERISTICS, ASPECTS OF ADMINISTRATION INCLUDING FUNDING, THE COORDINATION STRUCTURE, AND DIMENSIONS OF NEED. SEE ALSO VT 006 507. (ET)

ED025605 VT005990
ANTIPOVERTY WORK AND TRAINING EFFORTS: GOALS AND REALITY. POLICY PAPERS IN HUMAN RESOURCES AND INDUSTRIAL RELATIONS NO.3. 67, 121P.

THIS REVIEW OF THE JOB CORPS, THE NEIGHBORHOOD YOUTH CORPS, AND THE WORK EXPERIENCE AND TRAINING PROGRAMS, ALL ESTABLISHED UNDER THE ECONOMIC OPPORTUNITY ACT OF 1964, WAS PART OF NATIONAL MANPOWER POLICY TASK FORCE REPORT REQUESTED BY THE SENATE SUBCOMMITTEE ON EMPLOYMENT, MANPOWER, AND POVERTY. IT WAS BELIEVED APPROPRIATE TO EXAMINE, AFTER NEARLY 3 YEARS AND A COMMITMENT OF 4 BILLION DOLLARS, THE EXTENT TO WHICH THE ACT HAD BEEN IMPLEMENTED. JOB CREATION AND TRAINING WERE TO BE THE PRINCIPLE MEANS THROUGH WHICH THE THREE PROGRAMS WOULD HELP ECONOMICALLY DISADVANTAGED YOUTH AND ADULTS ACHIEVE ECONOMIC INDEPENDENCE. A VARIETY OF PUBLISHED AND UNPUBLISHED MATERIALS WERE USED IN THIS ASSESSMENT. IN THE PROCESS OF CRITICAL EVALUATION, SEPARATE DISCUSSIONS ARE DEVOTED TO THE ENABLING LEGISLATION, ADMINISTRATION, NEEDS AND CHARACTERISTICS OF CLIENTS, AND RESOURCE UTILIZATION OF EACH PROGRAM. IT WAS GENERALLY CONCLUDED THAT IT IS DOUBTFUL WHETHER THE PROGRAMS HAVE ACHIEVED THE FORMAL GOALS OF THE LEGISLATION--ECONOMIC SELF-SUPPORT. HOWEVER, THE EXPERIENCE OF THE THREE PROGRAMS INDICATES THE DIFFICULTY OF DESIGNING AND ADMINISTERING MASS PROJECTS WHICH LEAD TO THE ECONOMIC SELF-SUFFICIENCY OF THE POORT. SUGGESTIONS ARE SPREAD THROUGHOUT THIS REVIEW. (ET)

ED025628 VT006767
A MASTER PLAN FOR OCCUPATIONAL EDUCATION IN METROPOLITAN DENVER. POSITION PAPER. 68, 19P.

IN PRESENTING A COMPLETE PROGRAM OF OCCUPATIONAL EDUCATION FOR THE DENVER METROPOLITAN AREA, THIS PROPOSAL OFFERS 12 CRITERIA FOR CONSIDERATION IN CONJUNCTION WITH A PARTICULAR OCCUPATIONAL NEED. THE PURPOSE OF THE CRITERIA IS TO PROVIDE GUIDELINES FOR DETERMINING IN WHICH LEVEL OF SCHOOL A PROGRAM SHOULD BE OFFERED. THE CRITERIA INCLUDE FACTORS SUCH AS AGE OF THE STUDENTS, LENGTH OF TIME REQUIRED, FACULTY AVAILABILITY, FACILITIES NEEDED AND AVAILABLE, WHAT RELATED PROGRAMS ARE AVAILABLE, ACCESSIBILITY, SIZE OF SCHOOL, NATURE OF RELATED TRAINING NEEDED, AND FIELD EXPERIENCE. ILLUSTRATIONS OF CLUSTERS OR FAMILIES OF OCCUPATIONS COVERING THE SPECTRUM OF PREPARATION FROM HIGH SCHOOL THROUGH 4 YEARS OF COLLEGE ARE PROVIDED. THE RECOMMENDATIONS INCLUDE THE NEED FOR VERTICAL ARTICULATION--THAT IS, THE PLANNING OF A SEQUENCE OF PROGRAMS FROM HIGH SCHOOL THROUGH JUNIOR COLLEGE AND 4-YEAR PROGRAMS. (CH)

ED025635 VT007343
JOB TRAINING: RESEARCH REPORT NUMBER FOUR. [67], 10P.

THIS DOCUMENT CONTAINS A SUMMARY OF A SURVEY OF 930 COMPANIES EMPLOYING 4,375,665 PERSONS THROUGHOUT THE UNITED STATES. THE SURVEY SPECIFICALLY DEALS WITH THE COMPANIES' EXPERIENCES WITH IN-PLANT AND OUTSIDE AGENCY JOB TRAINING PROGRAMS. SOME OF THE FINDINGS WERE: (1) RESPONDENTS FEEL THAT THERE ARE NUMEROUS INSTITUTIONS AT WORK IN THE COMMUNITY TO PROVIDE SKILL TRAINING, BUT 60 PERCENT FEEL THAT THIS TRAINING FALLS SHORT OF THEIR COMPANY NEEDS, (2) PARTICIPANTS EXPRESSED GREAT WILLINGNESS TO SERVE ON ADVISORY BOARDS, (3) ABOUT 50 PERCENT FELT THEIR UNIVERSITIES LACK ADEQUATE VOCATIONAL TRAINING FACILITIES AND RECOMMENDED PUBLIC HIGH SCHOOL AND IN-PLANT TRAINING AS THE SOLUTION, (4) OVER 85 PERCENT ARE IN FAVOR OF DEVELOPMENT OF PUBLIC VOCATIONALLY ORIENTED TECHNICAL COLLEGES ON A 2-YEAR BASIS, (5) 17 PERCENT HAVE ESTABLISHED TRAINING PROGRAMS WITH A VIEW TO ATTRACTING MINORITY WORKERS AND 50 PERCENT FELT THEIR PROGRAMS WERE SUCCESSFUL, (6) MANPOWER DEVELOPMENT TRAINING ADMINISTRATION HAS NOT HELPED FIND QUALIFIED EMPLOYEES FOR 80 PERCENT OF THE RESPONDENTS, AND (7) ONLY 19 PERCENT HAVE EMPLOYED PERSONS TRAINED IN JOB CORPS CENTERS, AND OF THAT GROUP, 60 PERCENT REGARD THE EXPERIENCE AS SATISFACTORY. (MM)

ED025639 VT007419
COST ANALYSIS OF SELECTED EDUCATIONAL PROGRAMS IN THE AREA SCHOOLS OF IOWA. 68, 23P.

TO DETERMINE RELATIONSHIPS BETWEEN THE CURRENT-UNIT-COST-PER-STUDENT CONTACT HOURS FOR POST-SECONDARY ARTS AND SCIENCE TRANSFER CURRICULA AND SELECTED VOCATIONAL-TECHNICAL PROGRAMS, THE 15 AREA SCHOOLS OF IOWA WERE VISITED PERSONALLY BY THE INVESTIGATOR AND DATA COLLECTED FROM THE FINANCIAL RECORDS OF THE INSTITUTIONS. THE COST OF EACH SPECIALIZED VOCATIONAL-TECHNICAL CURRICULUM WAS COMPARED TO THE MEAN COST OF EDUCATING A STUDENT IN THE ARTS AND SCIENCE TRANSFER CURRICULA. SOME MAJOR CONCLUSIONS RESULTING FROM ANALYSIS OF THE 1967-68 DATA WERE: (1) ENROLLMENT HAD THE GREATEST DEGREE OF INVERSE RELATIONSHIP WITH STUDENT COST, (2) ADMINISTRATIVE AND PLANT OPERATION EXPENSE WERE CONTRIBUTING FACTORS TO DIFFERENCES BETWEEN SCHOOLS IN STUDENT COSTS, (3) INSTRUCTIONAL EXPENSE WAS RELATED TO ENROLLMENT AND STUDENT COSTS, (4) RENTAL OF BUILDINGS ON SOME CAMPUSES INCREASED COSTS, (5) THE VOCATIONAL-TECHNICAL PROGRAMS WERE MORE EXPENSIVE THAN WERE THE ARTS AND SCIENCE TRANSFER CURRICULA, AND (6) ADEQUATE FINANCING IS NECESSARY FOR JUNIOR COLLEGES CONSIDERING VOCATIONAL-TECHNICAL PROGRAMS. (DM)

ED025647 VT007480
THE REPORT OF A DEVELOPMENTAL PROJECT GUIDELINES CONFERENCE (MINNEAPOLIS, JUNE 13-15, 1968). MOSS, JEROME JR., ED.; AND OTHERS. JUN 68, 78P.

MAJOR PURPOSES OF THE CONFERENCE WERE TO HELP EDUCATORS DEVELOP A CONCEPT OF THE DEVELOPMENTAL PROCESS AND TO PROVIDE MUTUAL LEARNING AMONG THE 10 PARTICIPANTS. ANSWERS TO TWO QUESTIONS WERE SOUGHT: "WHAT IS AN EDUCATIONAL DEVELOPMENT PROJECT?" AND "HOW SHOULD ONE GO ABOUT PLANNING OR CONDUCTING EDUCATIONAL DEVELOPMENT PROJECTS?" THESE PAPERS WERE PRESENTED. "THE ECONOMIC EVALUATION OF DEVELOPMENT PROJECTS IN EDUCATION" BY ERNST W. STROMSDORFER DISCUSSES BASIC PRINCIPLES OF DESIGN WHICH ALLOW ECONOMIC EVALUATION OF DEVELOPMENT PROJECTS. "SOME DECISION POINTS AND ALTERNATIVES IN DEVELOPMENTAL CURRICULA" BY HULDA GROBMAN SUGGESTS 18 CONSIDERATIONS ON THIS TOPIC. "A PERSPECTIVE OF DEVELOPMENTAL PROJECTS" BY JOHN D. MCNEIL REVIEWS GUIDELINES FOR THE ORGANIZATION AND OPERATION OF DEVELOPMENTAL PROJECTS. "THE RELATIONSHIP OF R&D TO EDUCATIONAL IMPROVEMENT: AN OUTPUT-ORIENTED MODEL" BY HENDRIK D. GIDEONSE CONTRASTS RESEARCH AND DEVELOPMENT PROJECTS TO EDUCATIONAL DEVELOPMENT PROJECTS AND PRESENTS A GRAPHIC MODEL OF THE DIFFERENCES. A MODEL OF THE DEVELOPMENTAL PROJECT PROCESS IS INCLUDED. (EM)

ED025648 VT007482
VOCATIONAL TECHNICAL EDUCATION 1968. A SUMMARY REPORT OF A STUDY OF THE EFFECT OF THE AREA VOCATIONAL TECHNICAL SCHOOLS IN THE STATE OF MINNESOTA. JUL 68, 74P.

INCREASED PRESSURES FOR ADDED AREA VOCATIONAL-TECHNICAL SCHOOLS IN MINNESOTA LED TO THIS STUDY WITH OBJECTIVES OF DETERMINING: (1) PRESENT AND FUTURE EMPLOYMENT NEEDS, (2) GEOGRAPHIC DISTRIBUTION OF SCHOOLS, (3) UTILIZATION OF SCHOOL FACILITIES, (4) PRESENT AND PROJECTED ENROLLMENT OF STUDENTS, (5) STUDENT CHARACTERISTICS, (6) PROJECTED FACILITY NEEDS, (7) PROJECTED COST OF ADEQUATE BUILDINGS, EQUIPMENT, AND MAINTENANCE, AND (8) STAFF NEEDS AND QUALIFICATIONS. THE HISTORICAL BACKGROUND, MISSION AND GOALS, OCCUPATIONAL INFORMATION AND EMPLOYMENT NEEDS, VOCATIONAL-TECHNICAL SCHOOL DISTRICTS, ENROLLMENT AND STUDENT CHARACTERISTICS, UTILIZATION, AND STAFFING WERE EXAMINED IN THE DEVELOPMENT OF RECOMMENDATIONS AND IMPLICATIONS FOR THE FUTURE. SOME MAJOR RECOMMENDATIONS WERE THAT: (1) THE DEPARTMENT OF EDUCATION ESTABLISH CRITERIA FOR SCHOOL ACCREDITATION, (2) COURSE OFFERINGS BE EXPANDED IN ALL OPERATING AREA VOCATIONAL-TE"HNICAL SCHOOLS, (3) A COMMUNICATION SYSTEM BE ESTABLISHED AMONG AREA VOCATIONAL-TECHNICAL SCHOOLS AND SCHOOLS OFFERING BACCALAUREATE PROGRAMS, (4) A DETAILED SYSTEM FOR FOLLOW-UP OF GRADUATES BE INITIATED, (5) A SINGLE FILE OF INFORMATION BE DEVELOPED SHOWING OCCUPATIONAL TRAINING BEING OFFERED IN THE STATE, AND (6) CLASSES AND EMPLOYMENT BE SCHEDULED TO PROVIDE FOR A MORE EFFICIENT USE OF EDUCATIONAL FACILITIES AND STUDENT TIME. (DM)

ED025652 VT007508
MANPOWER EDUCATION IN A GROWING ECONOMY. DARCY, ROBERT L.; POWELL, PHILLIP E., AUG 68, 71P.

THIS PUBLICATION PROVIDES AN INTRODUCTION TO MANPOWER EDUCATION AND PRESENTS A SUMMARY REPORT ON A 2-YEAR RES"ARCH AND CURRICULUM DEVELOPMENT PROJECT FOR MANPOWER AND ECONOMIC EDUCATION AT THE JUNIOR HIGH SCHOOL

LEVEL. THE INTRODUCTION INCLUDES "THE MEANING OF MANPOWER EDUCATION" AND "MAJOR THEMES FOR A MANPOWER EDUCATION COURSE" WHICH OUTLINES AND ILLUSTRATES 78 IMPORTANT CONCEPTS IN THE COURSE. OBJECTIVES OF THE PROJECT WERE TO IDENTIFY CONTENT AND PLACEMENT LEVEL, TO DEVELOP MATERIALS AND FIELD TEST THEM, AND TO DISSEMINATE THE RESULTS. A TEXT, A TEACHER MANUAL, AND TESTS OF KNOWLEDGE AND ATTITUDE CHANGES WERE DEVELOPED AND TESTED. THE TEXT AND MANUAL TITLED "MANPOWER AND ECONOMIC EDUCATION" ARE AVAILABLE FROM THE INTERSTATE PRINTERS AND PUBLISHERS FOR $3.50 AND $1.50 RESPECTIVELY. EVALUATION RESULTS INDICATED A KNOWLEDGE GAIN OF 39.6 PERCENT FOR THE EXPERIMENTAL GROUP AND 6.2 PERCENT FOR THE CONTROL GROUP AND ATTITUDE CHANGES ON 21 OUT OF 62 ITEMS FOR THE EXPERIMENTAL GROUP WHILE THE CONTROL GROUP ONLY CHANGED 11 ITEMS. (EM)

ED025653 VT007544
THREE-YEAR PILOT PROGRAM IN HIGH SCHOOL VOCATIONAL EDUCATION. FINDINGS, CONCLUSIONS AND RECOMMENDATIONS. FINAL REPORT. AUG 68, 77P.

THE PURPOSE OF THIS REPORT IS TO CONVEY THE FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS RELATIVE TO A PILOT PROGRAM IN HIGH SCHOOL VOCATIONAL EDUCATION OVER A 3-YEAR PERIOD FROM JUNE 1965 THROUGH JUNE 1968 IN 34 COMPREHENSIVE HIGH SCHOOLS IN THE STATE OF WISCONSIN. THE FINDINGS IN THIS REPORT ARE BASED ON DATA COMPILED FROM THE RESULTS OF A SERIES OF NINE SURVEY INSTRUMENTS. DATA ARE PRESENTED ON THE FOLLOWING TOPICS: (1) THE GUIDANCE AND COUNSELING PROGRAM, (2) THE STUDENT BODY, (3) THE INSTRUCTIONAL PROGRAM, (4) THE LOCAL PROGRAM COORDINATION, (5) THE LOCAL ADMINISTRATION, (6) THE ADVISORY COMMITTEES, (7) THE CAPSTONE COURSE TEACHERS, AND (8) THE PROGRAM IN GENERAL. ONE EXAMPLE OF THE RECOMMENDATIONS IS THAT THE ROLE OF GENERAL EDUCATION IN THE DEVELOPMENT OF VOCATIONAL EDUCATION STUDENTS IS IMPORTANT, AND EFFORTS TO BETTER ARTICULATE THE ACTIVITIES OF ACADEMIC AND VOCATIONAL EDUCATION COURSES SHOULD BE INCREASED. A RELATED DOCUMENT IS VT 007 589. (CH)

ED025654 VT007555
A PRELIMINARY EVALUATION OF RICHMOND PLAN PROGRAMS (PRE-TECHNICAL PLAN) IN SECONDARY SCHOOLS. FINAL REPORT. KINCAID, HARRY V.; HAMILTON, PHYLLIS D., 1 AUG 68, 272P.

DESCRIPTIVE DATA WERE COLLECTED IN THE FORM OF PROGRAM CASE HISTORIES, STUDENT AND TEACHER SURVEYS AND INTERVIEWS, AND SCHOOL RECORDS FROM EIGHT SCHOOLS (1966-67) AND TWO SCHOOLS (1967-68) THAT WERE CONDUCTING RICHMOND PLAN TYPE PROGRAMS FOR AVERAGE UNDERACHIEVING SECONDARY STUDENTS. IN WRITING THIS EVALUATION, TWO MAJOR QUESTIONS WERE ASKED, NAMELY, "WHAT ARE THE IMPACTS OF THE RICHMOND PLAN ON ITS STUDENTS AND ON THE SCHOOL?" AND "WHAT INFORMATION CAN BE DEVELOPED THAT WOULD BE USEFUL TO SCHOOLS THAT ARE INTERESTED IN INTRODUCING SUCH A PLAN?" PROFILES DERIVED FROM THE CASE HISTORIES ARE PRESENTED FOR 10 HIGH SCHOOL PROGRAMS, AND PROVIDE A DESCRIPTION OF THE ORIGINS, EARLY PROBLEMS, OPERATION, AND MAJOR PROBLEMS OF EACH PROGRAM. A COMPARATIVE ANALYSIS IS MADE ON THREE ISSUES: (1) EFFECTS OF THESE PROGRAMS, (2) AWARENESS OF AND ATTITUDES TOWARD THE PROGRAMS, AND (3) COSTS. ADMINISTRATIVE GUIDELINES ARE PRESENTED FOR THOSE CONSIDERING THE IMPLEMENTATION OF SUCH A PROGRAM. THE FINDINGS ARE DISCUSSED IN GENERAL TERMS AS STRENGTHS AND WEAKNESSES OF THE SEVERAL PROGRAM VARIATIONS. THE APPENDIX INCLUDES THE QUESTIONNAIRES AND TABULAR LISTINGS OF FREQUENCY DATA. (EM)

ED025672 VT007676
VOCATIONAL AND TECHNICAL EDUCATION. ANNUAL REPORT FISCAL YEAR 1965. 68, 114P.
HC NOT AVAILABLE FROM EDRS.

THIS REPORT COVERS THE FIRST YEAR IN WHICH VOCATIONAL PROGRAMS AND RELATED ACTIVITIES WERE SUPPORTED BY THE VOCATIONAL EDUCATION ACT OF 1963. TOPICS PRESENTED ARE NEW DIRECTIONS IN VOCATIONAL AND TECHNICAL EDUCATION, FINANCIAL REPORTS, PROGRAM ACTIVITIES OF THE SERVICE AREAS, TEACHERS AND TEACHER PREPARATION, RESEARCH, AND MAJOR PROBLEM AREAS SUCH AS CENTRAL CITIES, SPECIAL PROGRAMS, AND RESIDENTIAL SCHOOLS. APPENDIXES INCLUDE 67 TABLES PORTRAYING INFORMATION SUCH AS THE STUDENT ENROLLMENT AND NUMBER OF SCHOOLS OFFERING VOCATIONAL EDUCATION PROGRAMS, NUMBERS OF TEACHERS, TOTAL EXPENDITURES, AS WELL AS EXPENDITURES OF FEDERAL, STATE, AND LOCAL FUNDS. OTHER ANNUAL REPORTS ARE AVAILABLE AS ED 019 446 (1964) AND VT 007 677 (1966). (CH)

ED025673 VT007677
VOCATIONAL AND TECHNICAL EDUCATION. ANNUAL REPORT, FISCAL YEAR 1966. MAY 68, 148P.
HC NOT AVAILABLE FROM EDRS.

THIS REPORT COVERS THE SECOND YEAR OF PROGRAMS FUNDED UNDER THE VOCATIONAL EDUCATION ACT OF 1963. TOPICS COVERED INCLUDE: (1) SERVICES FOR MORE PEOPLE, SUCH AS FULL-TIME POSTSECONDARY STUDENTS, AND OUT-OF-SCHOOL YOUTH AND ADULTS, (2) ENROLLMENTS AND PROGRAMS SURGING AHEAD, IN WHICH IT WAS NOTED THAT ENROLLMENTS INCREASED IN SIX MAJOR OCCUPATIONAL PROGRAMS IN FISCAL YEAR 1966, WITH ONLY HOME ECONOMICS EXPERIENCING A DECLINE, (3) SERVICES ASSURING HIGHER QUALITY, INCLUDING TEACHER TRAINING AND SUPERVISION, PROGRAM EVALUATION, SPECIAL DEMONSTRATION AND EXPERIMENTAL PROGRAMS, AND DEVELOPMENT OF STATE ADMINISTRATION AND LEADERSHIP, AND (4) STRONGER ADMINISTRATIVE ASSISTANCE ILLUSTRATED BY BASIC TOOLS SUCH AS THE STATE PLAN FOR VOCATIONAL EDUCATION, PROJECTED PROGRAM ACTIVITIES STATEMENT, AND THE ANNUAL REPORT. APPENDIXES PRESENT NARRATIVE AND STATISTICAL DESCRIPTIONS OF ADMINISTRATIVE, FISCAL, AND PROGRAM DEVELOPMENT ACTIVITIES. EARLIER ANNUAL REPORTS ARE AVAILABLE AS ED 019 446 (1964) AND VT 007 676 (1965). (CH)

ED025682 AA000335
DIAL ACCESS INFORMATION RETRIEVAL SYSTEMS: GUIDELINES HANDBOOK FOR EDUCATORS. FINAL REPORT. JUL 68, 177P.

GUIDELINES FOR THE PLANNING, PURCHASE, AND UTILIZATION OF DIAL ACCESS INFORMATION SYSTEMS FOR EDUCATIONAL INSTRUCTION WERE RESEARCHED AND STUDIED, AND INCORPORATED INTO A HANDBOOK FOR EDUCATORS. AMONG THE QUESTIONS ASKED BY THE INVESTIGATING COMMITTEE WERE: (1) COSTS INVOLVED IN SUCH A SYSTEM FOR EDUCATIONAL PURPOSES? (2) WHAT IS THE NUMBER AND LOCATIONS OF THE FACILITIES IN OPERATION AND THOSE PLANNING OPERATION? (3) WHAT ARE THE ATTITUDES OF STUDENTS AND FACULTY TOWARDS ACCEPTANCE AND USE OF THE SYSTEM? THREE-HUNDRED QUESTIONNAIRES WERE SENT TO INSTITUTIONS AND 10 SCHOOLS AND COLLEGES WERE CHOSEN FOR ONSITE INTERVIEWS. IT WAS CONCLUDED BY THE COMMITTEE THAT AT THE PRESENT TIME MAXIMUM ADVANTAGE CANNOT BE TAKEN OF THE DIAL ACCESS TECHNOLOGY OR THE INSTRUCTIONAL MATERIALS AND PROGRAMS AVAILABLE TO IT. THE RAPID DEVELOPMENTS IN ELECTRONIC TECHNOLOGY FOR THE RETRIEVAL AND TRANSFER OF STORED AUDIO, VISUAL, AND PRINTED INFORMATION AND THE POSSIBLE INSTRUCTIONAL PATTERNS FOR UTILIZING THIS TECHNOLOGY, DO NOT PRESENT THE KIND OF STABILITY THAT AN INSTITUTION CAN CONFIDENTLY EXPECT FOR FINDING AND ADOPTING TRIED AND TRUE INSTRUMENTATION AND TECHNOLOGY. HOWEVER, THE NEW TECHNOLOGY IS DIRECTING ITS GOALS TO PROVIDING STUDENTS WITH A SUPERIOR EDUCATION BY EXPLORING AND USING THE LATEST LEARNING TECHNIQUES AND CONCEPTS.

ED025826 EA001705
AN INTRODUCTION TO BUDGETARY ANALYSIS. 68, 43P.

TO ENCOURAGE GREATER COOPERATION AND COMMUNICATION BETWEEN INSTITUTIONAL RESEARCHERS AND COLLEGE AND UNIVERSITY BUSINESS OFFICERS, INSTITUTIONAL RESEARCHERS ARE PROVIDED WITH INFORMATION NECESSARY FOR UNDERSTANDING INSTITUTIONAL BUDGETS. THE STRUCTURE OF THE BUDGET IS PRESENTED IN TERMS OF SIX SEPARATE FUNDS WHICH COMPRISE THE BUDGET--CURRENT, LOAN, ENDOWMENT AND OTHER NON-EXPENDABLE, ANNUITY, PLANT, AND AGENCY. EMPHASIS IS PLACED ON THE CURRENT FUND. THE PURPOSES OF BUDGET ANALYSIS, ITS HISTORICAL BACKGROUND, AND THE TWO BASIC TECHNIQUES USED IN BUDGET ANALYSIS ARE ALSO DISCUSSED. (HW)

ED025829 EA001854
PUBLIC RELATIONS GOLD MINE, VOLUME 10. 68, 65P
HC NOT AVAILABLE FROM EDRS.

FOURTEEN ARTICLES PRESENT AN OVERVIEW OF IDEAS EXPRESSED ABOUT SCHOOL PUBLIC RELATIONS. SOME OF THE TOPICS DISCUSSED INCLUDE: (1) TRAINING IN COMMUNICATION, (2) SCHOOL PROBLEMS AS SEEN BY PUBLIC RELATIONS MEN, (3) FINANCING AND IMPROVING COMMUNICATIONS, (4) MAKING DECISIONS ABOUT ADOPTING INNOVATIONS, (5) PROBLEMS IN GHETTO COMMUNITIES, (6) PUBLIC RELATIONS PROGRAMS, (7) SCHOOL PUBLIC RELATIONS PERSONNEL, AND (8) METHODS OF COMMUNICATION. A BIBLIOGRAPHY LISTS RECENT SIGNIFICANT LITERATURE IN THE FIELD. RELATED DOCUMENTS ARE EA 001 920 (VOLUME 8) AND EA 001 921 (VOLUME 9). (HW)

ED025832 EA001863
APPROACHES TO THE ANALYSIS OF SCHOOL COSTS, AN INTRODUCTION. 67, 14P.

A REVIEW AND GENERAL DISCUSSION OF QUANTITATIVE AND QUALITATIVE TECHNIQUES FOR THE ANALYSIS OF ECONOMIC PROBLEMS OUTSIDE OF EDUCATION IS PRESENTED TO HELP EDUCATORS DISCOVER NEW TOOLS FOR PLANNING, ALLOCATING, AND EVALUATING EDUCATIONAL RESOURCES. THE PAMPHLET COVERS SOME MAJOR COMPONENTS OF COST ACCOUNTING, COST EFFECTIVENESS, COST-BENEFIT ANALYSIS, SYSTEMS ANALYSIS, COST QUALITY, AND PROGRAM BUDGETING. GIVEN NECESSARY MODIFICATIONS, THESE TOOLS ARE FOUND TO HAVE GREAT POTENTIAL IN APPLICATIONS TO EDUCATION. WHILE ADOPTION OF NEWER TECHNIQUES IS URGED, THE CONTINUED USEFULNESS OF OLDER APPROACHES IS DEFENDED. (TT)

ED025833 EA001865
A FEASIBILITY STUDY OF PROVIDING REGIONAL DATA PROCESSING SERVICES. NELSON, NORBERT J.; AND OTHERS, JUN 68, 51P.

A TITLE III ESEA STUDY SOUGHT TO DETERMINE THE FEASIBILITY OF ESTABLISHING A CENTRAL DATA PROCESSING SERVICE BY THE WABASH VALLEY EDUCATION CENTER FOR ITS MEMBER SCHOOLS. FIRST, CURRENT APPLICATIONS OF DATA PROCESSING IN EDUCATION WERE REVIEWED TO ACQUIRE DETAILED SPECIFICATIONS FOR AN EDUCATIONAL DATA PROCESSING CENTER'S HARDWARE, SOFTWARE, AND LIVEWARE OR PERSONNEL. THEN, SURVEYS, INTERVIEWS, AND OTHER MEANS WERE USED TO DETERMINE WHAT THE CENTER SHOULD DO TO ESTABLISH SUCH A FACILITY. THIS PART OF THE STUDY HAD SIX DIMENSIONS: ASSESSMENT OF NEED AND IDENTIFICATION OF SERVICES, OPERATIONAL CONSIDERATIONS, RESOURCE REQUIREMENTS, FISCAL CONSIDERATIONS, TIME CONSIDERATIONS, AND A PILOT STUDY OF A COMPUTERIZED PAYROLL PROBLEM. IT WAS CONCLUDED THAT ALTHOUGH SIZABLE CAPITAL OUTLAYS WOULD BE REQUIRED TO ESTABLISH A DATA PROCESSING

CENTER, MANUAL DATA PROCESSING ACTIVITIES CARRIED OUT BY LOCAL SCHOOLS COULD BE ELIMINATED AND MORE SERVICES COULD BE PROVIDED.

ED025835 EA001867
ISSUES AND OUTCOMES OF TEACHERS' STRIKES, 1955-65. GOERGEN, JOSEPH H.; KEOUGH, JOHN J., 67, 256P.
DOCUMENT NOT AVAILABLE FROM EDRS.

THIS STUDY ANALYZES THE PATTERNS OF 40 TEACHER STRIKES BETWEEN 1955 AND 1965 BY LOOKING AT (1) THE ISSUES AND DEMANDS AND (2) THE OUTCOMES AND SETTLEMENTS. IT IS HYPOTHESIZED THAT (1) TEACHER STRIKES FALL INTO DISCERNIBLE PATTERNS, (2) FUNCTIONAL RELATIONSHIPS EXIST BETWEEN CERTAIN STRIKE ISSUES AND OUTCOMES AND THE STRIKE ITSELF, (3) STRIKES CAN BE ANALYZED BY AN INDEX SYSTEM WEIGHTED BY FREQUENCY OF ISSUES OR OUTCOMES, (4) ISSUES AND OUTCOMES USUALLY REPRESENT TEACHER SELF-INTEREST, (5) STRIKES RECURRED IN THE SCHOOL DISTRICTS STUDIED, AND (6) A GEOGRAPHICAL PATTERN TO TEACHER STRIKES EXISTED DURING THE PERIOD STUDIED. CONCLUSIONS SUPPORT ALL BUT ONE OF THE HYPOTHESES. REGARDING THE ANALYSIS OF STRIKES BY AN INDEX SYSTEM, IT WAS FOUND THAT TEACHER STRIKES DO NOT LEND THEMSELVES TO SIMPLE NUMERICAL ANALYSIS, MAKING IT IMPOSSIBLE TO ESTABLISH A PREDICTIVE INDEX. (TT)

ED025838 EA001878
DECISION MAKING IN ACTION. CHAPTER 2, NEW LOOK AT EDUCATION: SYSTEMS ANALYSIS IN OUR SCHOOLS AND COLLEGES. 68, 26P.

DEVELOPED DURING WORLD WAR II, THE SYSTEMS APPROACH EVOLVED RAPIDLY AFTER THE WAR INTO SEVERAL NEW PHASES, ONE OF WHICH IS PROGRAM BUDGETING. THERE IS NO CLEAR SET OF RULES CONSTRUCTED ALONG DO-IT-YOURSELF LINES ASSOCIATED WITH THE SYSTEMS APPROACH. THERE ARE, HOWEVER, GENERAL PROCEDURES WHICH ARE TO BE FOLLOWED. THE FIRST STEP, DEFINING THE PROBLEM, INCLUDES FOUR DISTINCT PHASES: DEFINING THE SYSTEM'S OBJECTIVES, OBTAINING MEASURES OF EFFECTIVENESS, IDENTIFYING CONSTRAINTS AND UNCONTROLLABLE VARIABLES, AND IDENTIFYING CONTROLLABLE VARIABLES. AFTER DEFINING THE PROBLEM, THE NEXT THREE BASIC STEPS ARE TO DEFINE THE SUBFUNCTIONS, TO DEFINE THE ALTERNATIVES FOR EACH SUBFUNCTION, AND TO SYNTHESIZE THE SUBSYSTEMS. NEXT A MODEL SHOULD BE DEVELOPED. ALTHOUGH A MODEL IS AN ABSTRACTION, IT IS ALSO A HIGHLY EFFECTIVE WAY OF COPING WITH REALITY, AND ITS DEVELOPMENT CALLS FOR AND GUIDES DATA COLLECTION. THE MODEL MUST PROVE ITSELF BY PREDICTING RESULTS REASONABLY WELL. HOWEVER, IN COMPLEX SITUATIONS PERFECT PREDICTION IS RARE AND THE WHOLE SYSTEM MUST CONTINUALLY BE REEXAMINED AND CHANGED AS NECESSARY. (HW)

ED025839 EA001880
ON THE MODELING OF RELATIONSHIPS BETWEEN PERFORMANCE AND RESOURCE MANAGEMENT IN AN URBAN SCHOOL DISTRICT. STANKARD, MARTIN F., JR.; SISSON, ROGER L., MAY 68, 21P.

A MODEL IS DEVELOPED WHICH RELATES AN INDEX OF SCHOOL PERFORMANCE TO MANAGEMENT POLICY UNDER A VARIETY OF ENVIRONMENTAL CONDITIONS. THE PROCESS OF EDUCATION IS DEFINED BY THE QUALITATIVE CONCEPT THAT EDUCATION IS A PROCESS OF COMMUNICATION. IN THE MODEL DEVELOPMENT, THE ASSUMED RELATIONSHIPS AMONG THE VARIABLES (FACTORS CONTROLLABLE BY MANAGEMENT AND FACTORS DETERMINED LARGELY BY THE NONSCHOOL ENVIRONMENT) ARE FIRST LISTED AND THEN A MATHEMATICAL ANALOG TO THE STATEMENTS IS DEVELOPED. AT THE PRESENT STAGE OF DEVELOPMENT THE MODEL RELATES CHANGES IN ACHIEVEMENT TEST SCORES (ON A SCHOOL BY SCHOOL BASIS) TO PERTINENT RESOURCE INPUT FACTORS. DATA FROM A SAMPLE OF SCHOOLS IS USED TO ESTIMATE PARAMETERS AND TO TEST THE MODEL'S ABILITY TO PREDICT PERFORMANCE FROM MANAGEMENT POLICY. THE RESULTS OF THE EMPIRICAL WORK ARE PRESENTED AND PRACTICAL IMPLICATIONS FOR FURTHER RESEARCH AND FOR SCHOOL SYSTEM ADMINISTRATORS ARE DISCUSSED. (HW)

ED025843 EA001896
AN EDUCATION SYSTEM PLANNING GAME. [65], 14P.

ALTHOUGH GAMES ARE NOT USUALLY THOUGHT OF AS AIDS TO PLANNING, A SPECIAL TYPE OF GAME CAN BE HELPFUL WHEN PROBLEMS ARE COMPLEX, FACTORS DETERMINING RESOLUTION ARE IMPERFECTLY UNDERSTOOD, AND NUMEROUS VIEWS COEXIST. OBJECTIVES OF THE EDUCATION SYSTEM PLANNING GAME ARE TO ILLUMINATE MAJOR ISSUES OF EDUCATIONAL PLANNING, TO INCREASE THE PARTICIPANTS' AWARENESS OF THE COSTS AND BENEFITS OF ALTERNATIVE PLANS, AND TO STIMULATE AN EXCHANGE OF IDEAS CONCERNING DIVERSE APPROACHES TO EDUCATION. THE GAME IS PLAYED BY FIVE TEAMS. TWO EDUCATOR TEAMS REPRESENT SEVERAL LEVELS OF THE EDUCATIONAL ESTABLISHMENT RANGING FROM ELEMENTARY SCHOOL TEACHERS TO THE U.S. COMMISSIONER OF EDUCATION. THEIR RESPONSIBILITY IS TO DEVISE TWO SEPARATE PLANS WITHIN A FIXED BUDGET. A PAIR OF STUDENT TEAMS, REPRESENTING ADVANTAGED AND DISADVANTAGED STUDENT POPULATIONS, MUST CHOOSE ONE OF THE PLANS AND ESTIMATE ITS IMPACT ON THEIR ACHIEVEMENT AS MEASURED BY INCREASED NUMBER OF GRADUATES AND QUALITY. A "REALITY DAEMONS" TEAM PERSONIFIES SOCIAL PROBLEMS RELATED TO EDUCATIONAL PLANNING. THEY ELIMINATE ALL IMPLAUSIBLE GAINS ESTIMATED BY STUDENT TEAMS AND DEDUCT FOR COUNTERPRODUCTIVE SIDE EFFECTS. WINNERS ARE THE EDUCATOR TEAM WITH THE MOST PRODUCTIVE PLAN, THE STUDENT TEAM MAKING THE GREATEST ACHIEVEMENT, AND THE "DAEMON" WITH THE MOST OBJECTIONS. (TT)

ED025844 EA001920
PUBLIC RELATIONS GOLD MINE, VOLUME 8. 66, 63P.
HC NOT AVAILABLE FROM EDRS.

SEVENTEEN ARTICLES PRESENT AN OVERVIEW OF IDEAS DEALING WITH MANY FACETS OF SCHOOL PUBLIC RELATIONS. TOPICS SINGLED OUT FOR COVERAGE INCLUDE (1) THE IMPORTANCE OF SCHOOL PUBLIC RELATIONS PROGRAMS NOW AND IN THE FUTURE: (2) POTENTIAL CONTRIBUTIONS OF CITIZENS ADVISORY COMMITTEES

ED025845 EA001921
PUBLIC RELATIONS GOLD MINE, VOLUME 9. 67, 63P.
HC NOT AVAILABLE FROM EDRS.

NINETEEN ARTICLES PRESENT AN OVERVIEW OF IDEAS DEALING WITH MANY FACETS OF SCHOOL PUBLIC RELATIONS. ANALYSIS AND SUGGESTIONS COVER TOPICS SUCH AS PLANNING AND USE OF PRESS CONFERENCES

ED025846 EA001929
INVENTORY CONTROL OF FIXED ASSETS BY SCHOOL DISTRICT PERSONNEL. FEB 66, 41P.

BY JULY 1, 1966, EACH SCHOOL DISTRICT IN NEW YORK STATE WAS REQUIRED TO INSTALL A SYSTEM OF PROPERTY ACCOUNTING. THIS PAMPHLET PROVIDES A SUGGESTED METHOD OF PROPERTY ACCOUNTING TO ASSIST SCHOOL DISTRICTS IN MEETING THIS REQUIREMENT. IN ADDITION, SUGGESTIONS ARE MADE TO HELP THE DISTRICTS RECORD THE INFORMATION NEEDED FOR FIRE INSURANCE PURPOSES. (HW)

ED025848 EA001932
TEACHER SALARY NEGOTIATIONS: A CASE STUDY AND ANALYSIS. 68, 90P.

A CASE STUDY AND ANALYSIS OF TEACHER SALARY NEGOTIATIONS DESCRIBES AND EXPLORES A QUASI-NEGOTIATORY RELATIONSHIP IN WHICH A GROUP OF SEVEN SCHOOL BOARD MEMBERS ATTEMPTED TO REACH AGREEMENT WITH SIX ELECTED REPRESENTATIVES OF A LOCAL TEACHING STAFF, NEITHER GROUP HAVING HAD PRIOR NEGOTIATORY EXPERIENCE. THROUGH USE OF TAPE RECORDINGS, INTERVIEWS, NOTES, MINUTES, AND NEWSPAPER CLIPPINGS, THE CHRONOLOGY OF EVENTS IS REPORTED, BEGINNING WITH THE PASSAGE OF A LAW REQUIRING CONSULTATION OVER ECONOMIC MATTERS AND CULMINATING IN THE ADOPTION OF THE 1967-68 SALARY SCHEDULE. CONCEPTS OF INDUSTRIAL RELATIONS AND BARGAINING THEORY AS APPLIED TO PRIVATE INDUSTRY ARE USED TO ANALYZE THE REPORTED NEGOTIATION PROCESS. IT IS CONCLUDED THAT (1) THE TRADITIONAL RELATIONSHIP BETWEEN THE BOARD, TEACHERS, AND SUPERINTENDENT WAS CHANGING IN THE CITY STUDIED, AND (2) BECAUSE IT RESULTED IN A HARMONIOUS SETTLEMENT OF DIFFERENCES, COLLECTIVE NEGOTIATION OR CONSULTATION SEEMS TO BE A VIABLE PROCESS FOR USE IN THE PUBLIC SECTOR. (TT)

ED025851 EA001938
A BIBLIOGRAPHIC GUIDE TO OPERATIONS ANALYSIS OF EDUCATION. CASE, C. MARSTON; CLARK, STEPHEN C., 15 SEP 67, 22P.

THIS BIBLIOGRAPHY LISTS 155 BOOKS, ARTICLES, MONOGRAPHS, AND *OTHER STUDIES* ON OPERATIONS ANALYSIS IN EDUCATION. THE CRITERIA FOR INCLUSION ARE THAT THE STUDY BE QUANTITATIVE AND ANALYTICAL AND USE TECHNIQUES OF OPERATIONS RESEARCH, SYSTEMS ANALYSIS, MANAGEMENT SCIENCE, PROGRAM PLANNING AND BUDGETING, BENEFIT ANALYSIS, COST ANALYSIS, BENEFIT-COST ANALYSIS, COST EFFECTIVENESS ANALYSIS, MULTIVARIATE STATISTICAL METHODS, ECONOMICS, OR COMPUTER SCIENCE. A LIST OF SIX BIBLIOGRAPHIES WHICH INCLUDE MOST OF THE STUDIES CITED AND A LIST OF 38 TECHNICAL NOTES OF THE DIVISION OF OPERATIONS ANALYSIS THAT ARE AVAILABLE THROUGH ERIC ARE APPENDED. THIS DOCUMENT REPLACES ED 014 129. (HW)

ED025853 EA001940
THE SYSTEMS APPROACH TO SCHOOL ADMINISTRATION: SOME PERCEPTIONS ON THE STATE OF THE ART IN 1967. NOV 67, 14P.

CONCEPTS WHICH ARE SALIENT FEATURES OF THE SYSTEMS APPROACH DO NOT APPEAR TO HAVE PERMEATED SCHOOL ADMINISTRATION BEYOND THE THRESHOLD OF AWARENESS. CONFUSION AMONG ADMINISTRATORS AS TO THE MEANING AND POTENTIAL OF THE SYSTEMS APPROACH CAN BE PARTLY ATTRIBUTED TO ITS OVERZEALOUS ADHERENTS, SEMANTIC DIFFICULTIES AMONG EXPERTS, AND ITS APPLICATION TO MINOR, PEDESTRIAN PROBLEMS. EXPERTS MUST AGREE ON STANDARD MEANINGS FOR SUCH TERMS AS SYSTEMS ANALYSIS, PROGRAM BUDGETING, PROGRAMMING PLANNING BUDGETING SYSTEMS (PPBS), AND COST EFFECTIVENESS, WHICH ARE ALTERNATIVELY USED SYNONOMOUSLY AND TO MEAN DIFFERENT THINGS. MAJOR POLICY ISSUES THAT CREATE THE GREATEST ADMINISTRATIVE PROBLEMS MUST BE SHOWN TO BE SUSCEPTIBLE TO THE SYSTEMS APPROACH. THE POTENTIAL OF THIS APPROACH FOR EDUCATIONAL ADMINISTRATION WILL HAVE TO BE PUBLICIZED THROUGH SPECIAL SEMINARS, CONFERENCES, AND WORKSHOPS. FINALLY, TO CREATE READINESS FOR THE STIMULATE USE OF THE SYSTEMS APPROACH, IMPROVEMENTS IN EDUCATION THAT WILL BE NEEDED INCLUDE (1) A CLEARER DEFINITION OF EDUCATIONAL OBJECTIVES, (2) USE OF MODELS FOR AT LEAST PARTS OF SCHOOL OPERATIONS, (3) DEVELOPMENT OF QUANTITATIVE REASONING AND ANALYSIS CAPABILITIES, (4) GREATER EMPHASIS ON GENERATING ALTERNATIVE SOLUTIONS TO PROBLEMS, (5) INCREASES IN SCHOOL DIS-

TRICT STAFFS FOR PLANNING AND SYSTEMS ANALYSIS, AND (6) BETTER DISSEMINATION OF SYSTEMS CONCEPTS AND TECHNIQUES. (TT)

ED025854 EA001941
MANAGING PUBLIC EDUCATION IN A METROPOLITAN AREA. DEC 67, 20P.

METROPOLITANISM IS A PHENOMENON OF DEVELOPMENT IN OUR SOCIETY WHICH HAS COMPLETELY CIRCUMVENTED THE BASIC INSTITUTIONS UPON WHICH WE HAVE RELIED, MAKING THE MANAGEMENT OF ALL PUBLIC SERVICES MORE COMPLEX. THE MAJOR PROBLEMS OF METROPOLITANISM AS IT AFFECTS PUBLIC EDUCATION ARE THOSE ASSOCIATED WITH THE ABILITY OF SOCIETY TO UTILIZE NOT ONLY ITS ECONOMIC RESOURCES BUT ALSO ITS SOCIAL AND CULTURAL RESOURCES, WHICH ARE EVEN MORE SIGNIFICANT IN THE EDUCATION OF CHILDREN. THREE AREAS OF CONCERN ARE THE PROPER RELATIONS BETWEEN EDUCATIONAL GOVERNMENT AND OTHER GOVERNMENTAL UNITS, THE INTERNAL SHARING OF DECISION MAKING, AND THE PROCESS OF EDUCATIONAL MANAGEMENT. EXCLUSIVE EXERCISE OF LOCAL ACTION WITH ONLY LOCAL RESOURCES CANNOT DEAL SUCCESSFULLY WITH THE EMERGING PROBLEMS WHICH ARE NOT LOCAL IN NATURE. POTENTIAL SOLUTIONS TO THE PROBLEMS REQUIRE THAT SCHOOL DISTRICTS COOPERATE AND COORDINATE ACTIVITIES. AN EXAMPLE OF WHAT HAS BEEN DONE IN THIS RESPECT IS AN EDUCATIONAL RESEARCH AND DEVELOPMENT COUNCIL, A PRIVATE NONPROFIT CORPORATION CONSISTING OF 22 SCHOOL SYSTEMS ESTABLISHED IN THE TWIN CITIES METROPOLITAN AREA, MINNESOTA. (HW)

ED025855 EA001953
PLANNING SYSTEMS IN EDUCATION. 69, 5P.

THIS LITERATURE REVIEW EXAMINES 16 SELECTED DOCUMENTS PROCESSED BY THE ERIC CLEARINGHOUSE ON EDUCATIONAL ADMINISTRATION THAT DEAL WITH THE APPLICATION OF SEVERAL KINDS OF PLANNING SYSTEMS TO EDUCATIONAL PROGRAMS. PARTICULAR ATTENTION IS GIVEN TO PLANNING-PROGRAMMING-BUDGETING SYSTEMS (PPBS), PROGRAM EVALUATION REVIEW TECHNIQUES (PERT), AND VARIOUS TYPES OF PLANNING MODELS. (HW)

ED025856 EA001954
PLANNING PROGRAMMING BUDGETING SYSTEMS: PPBS AND EDUCATION. MAR 68, 17P.

CONTINUOUS CHANGE IN EDUCATION IS REQUIRING EDUCATIONAL ADMINISTRATORS TO PLAN FOR THE DISTANT FUTURE WITH AS MUCH PRECISION AS THEY NOW DO FOR THE IMMEDIATE FUTURE. RECENTLY, MAJOR ADVANCES IN THE PLANNING-BUDGETING PROCESS HAVE BECOME AVAILABLE TO EDUCATORS IN THE FORM OF PPBS. FIDUCIARY BUDGETS, WHICH HAVE BEEN USED IN MOST SCHOOLS SINCE THE EARLY 1900'S, HAVE THE FOLLOWING PROBLEMS: (1) THEY ARE INCREMENTAL BUDGETS RELYING HEAVILY ON WHAT WAS DONE THE PREVIOUS YEAR, (2) THEY DEVELOP MEANINGLESS COMPARATIVE DATA, (3) THEY DO NOT REVEAL THE SOURCE OF FUNDS, AND (4) THEY ARE WRITTEN ONLY FOR THE FOLLOWING YEAR. PROGRAM BUDGETING, ON THE OTHER HAND, OFFERS THE ADMINISTRATOR THE OPPORTUNITY TO DESIGN A LONG TERM PLAN FOR CREATIVE INSTRUCTION. PPBS DELINEATES PROGRAM INTEGRATION AND HIGHLIGHTS ALTERNATIVES IN A NEW WAY BY ALIGNING OBJECTIVES AND COSTS. PPBS DIFFERS FROM PRESENT BUDGETING PROCEDURES IN THAT IT (1) COMPELS ADMINISTRATORS TO GIVE SOME THOUGHT TO ALTERNATIVES, (2) STRESSES THE SIGNIFICANCE OF MINOR COSTS OVER A LONG PERIOD OF TIME, (3) HELPS RELATE THE COST OF A PROGRAM TO ITS MERITS, AND (4) LINKS TEACHER AIDS, SUPPORTING ACTIVITIES, RESEARCH, AND DEVELOPMENT TO SUBJECT MATTER IN TERMS OF TIME AND COST. (HW)

ED025857 EA001955
ANNOTATED BIBLIOGRAPHY ON THE EVALUATION OF EDUCATIONAL PROGRAMS. EIDELL, TERRY L., COMP.; KLEBE, JOHN A., COMP., NOV 68, 19P.

SIXTY-FOUR BOOKS PAMPHLETS, PAPERS, AND JOURNAL ARTICLES PUBLISHED, FOR THE MOST PART, BETWEEN 1964 AND 1968 ARE LISTED IN THIS ANNOTATED BIBLIOGRAPHY ON THE EVALUATION OF EDUCATIONAL PROGRAMS ON THE ELEMENTARY, SECONDARY, AND HIGHER EDUCATION LEVELS. TOPICS COVERED INCLUDE THE EVALUATION OF SCHOOL SUBJECT PROGRAMS, VOCATIONAL PROGRAMS, STATE AID PROGRAMS, CURRICULUM, EDUCATIONAL PLANNING, FEDERAL PROGRAMS, TEACHING QUALITY, EDUCATIONAL CHANGE, AND EDUCATIONAL OUTCOMES AND QUALITY. SOME ENTRIES PERTAIN TO THE DEVELOPMENT AND USE OF MATHEMATICAL MODELS AND COST-BENEFIT ANALYSIS FOR EVALUATIVE PURPOSES. EMPHASIS IS ON THE METHODS, PROCEDURES, MODELS, AND EXEMPLARS OF EDUCATIONAL PROGRAM EVALUATION. (TT)

ED025859 EA001996
A COMPREHENSIVE MODEL FOR MANAGING AN ESEA TITLE III PROJECT FROM CONCEPTION TO CULMINATION. REPORT NO. 3 OF THE SECOND NATIONAL STUDY OF PACE. 10 NOV 68, 99P.

THIS REPORT IS A MODEL TO ASSIST THE PLANNING, MANAGING, AND EVALUATION OF ALL PHASES OF PROJECTS FUNDED UNDER THE ESEA TITLE III PROJECTS TO ADVANCE CREATIVITY IN EDUCATION (PACE) PROGRAM. SECTION 1 OUTLINES A FORMULA FOR SUCCESSFUL PROPOSAL DEVELOPMENT. IN ADDITION TO SPELLING OUT VARIABLES TO BE CONSIDERED IN FORMING A TASK FORCE, ASSESSING PROGRAM NEEDS, AND ESTABLISHING PROGRAM PRIORITIES, IT MAKES RECOMMENDATIONS CONCERNING PROPOSAL CONTENT, DETERMINATION OF OBJECTIVES, PROGRAM DESCRIPTION, DEMONSTRATION, DISSEMINATION, IMPLEMENTATION, CONTINUATION, MANAGEMENT, BUDGETING, INTERNAL AND COMMUNITY RELATIONSHIPS, AND EVALUATION. THE REMAINING SECTIONS PRESENT METHODS, REQUIREMENTS, AND PROCEDURES FOR PROJECT APPRAISAL AND EVALUATION. SECTION 2 DEALS WITH APPRAISAL DURING THE FIRST YEAR WITH EMPHASIS ON BACKGROUND, OBJECTIVES, MANAGEMENT, AND BUDGET. SECTION 3 COVERS APPRAISAL DURING THE SECOND YEAR, SHIFTING EMPHASIS TO PROGRAMS, RELATIONSHIPS, DEMONSTRATION, DISSEMINATION, IMPLEMENTATION, AND TERMINAL CONSIDERATIONS. THIRD YEAR APPRAISAL, WITH INCREASED ACCENT ON DEMONSTRATION, DISSEMINATION, IMPLEMENTATION, TERMINAL CONSIDERATIONS, EVALUATION, AND BUDGET, IS THE TOPIC OF SECTION 4. ATTENTION ALSO IS GIVEN TO PREPARING THE TERMINAL REPORT. SECTION 5 IS DESIGNED TO ASSIST FURTHER THE PROCESS OF EVALUATING THE FINAL PRODUCT AND JUDGING WHAT ASPECTS ARE WORTHY OF FURTHER ATTENTION. (TT)

ED025861 EA001998
THE VIEWS OF 920 PACE PROJECT DIRECTORS. REPORT NO.5 OF THE SECOND NATIONAL STUDY OF PACE. 20 NOV 68, 77P.

THIS REPORT CONSISTS OF A SURVEY AND STATISTICAL ANALYSIS OF PROJECTS TO ADVANCE CREATIVITY IN EDUCATION (PACE) AS VIEWED BY THE 920 PROJECT DIRECTORS IN THIS ESEA TITLE III PROGRAM. DISCUSSION CENTERS ABOUT (1) CHARACTERISTICS OF EXISTING PROJECTS, (2) PROBLEMS ENCOUNTERED, (3) VIEWS TOWARD STATE, LOCAL, AND FEDERAL AGENCIES, (4) CRITERIA FOR EVALUATING AND FUNDING, AND (5) IDEAS FOR THE FUTURE DEVELOPMENT OF PACE. THE RECURRING MOST DIFFICULT PROBLEMS OF PROJECT OPERATION WERE CONTINUATION AFTER PRESENT FUNDING IS TERMINATED, EVALUATION, DELAY IN FUNDING AND APPROVING MODIFICATIONS, AND BUDGET PROBLEMS RELATED TO UNSEEN NEEDS. MOST PROJECT DIRECTORS FELT THAT DIRECT LINES OF COMMUNICATION AND BETTER KNOWLEDGE OF LOCAL PROBLEMS WERE STRENGTHS OF THE STATE-LOCAL RELATIONSHIP, WHILE POLITICAL PROBLEMS AND LACK OF LEADERSHIP WERE THE MOST LIKELY FLAWS. SIGNIFICANT SUPPORT WAS EXPRESSED FOR THE FEDERAL-LOCAL RELATIONSHIP. THE MOST IMPORTANT FACTORS IN APPROVING NEW PROJECTS WERE FELT TO BE LOCAL NEEDS ALONG WITH INNOVATIVENESS AND CREATIVITY OF THE PROPOSED PROJECT. SUGGESTIONS FOR THE FUTURE MOST OFTEN INVOLVED INCREASES IN PACE FUNDS, CONTINUATION OF PROJECT FUNDING AFTER 3 YEARS, MORE BUDGET FLEXIBILITY, AND CLEARER GUIDELINES AND PROPOSAL FORMS. FIVE RECOMMENDATIONS, BASED ON ANALYSIS OF THE DATA, ARE DESIGNED TO ENHANCE FUTURE PACE EFFECTIVENESS. (TT)

ED025864 EC002463
COOPERATIVE AGREEMENTS BETWEEN SPECIAL EDUCATION AND REHABILITATION SERVICES IN THE WEST. SELECTED PAPERS FROM A CONFERENCE ON COOPERATIVE AGREEMENTS (LAS VEGAS, NEVADA, FEBRUARY, 1968). HENSLEY, GENE, ED.; BUCK, DOROTHY P., ED., JUN 68, 44P.

FIVE PAPERS DISCUSS COOPERATIVE WORK-STUDY AGREEMENTS BETWEEN SCHOOLS AND VOCATIONAL REHABILITATION SERVICES IN THE WESTERN STATES. AREAS DISCUSSED INCLUDE THE ADVANTAGES OF COOPERATIVE AGREEMENTS, THE FORMS AND DISADVANTAGES OF THIRD PARTY AGREEMENTS, BASIC CONCEPTS OF THE PROGRAMS, AND AN OUTLINE FORM TO USE WHEN APPLYING FOR MATCHING FUNDS

ED025873 EC003023
MR 68 68, 36P.
HC NOT AVAILABLE FROM EDRS.

SIGNIFICANT CHANGES IN THE DIAGNOSIS, STUDY, AND TREATMENT OF MENTAL RETARDATION ARE DOCUMENTED, AND THE LONG-RANGE TREND TOWARD INCLUDING MENTAL RETARDATION SERVICES IN PROGRAMS FOR ALL HANDICAPPED PERSONS IS DESCRIBED. RECOMMENDATIONS ARE MADE IN THREE MAJOR NEED AREAS: RESIDENTIAL CARE FOR THE RETARDED, MANPOWER FOR MENTAL RETARDATION PROGRAMS, AND MENTAL RETARDATION IN POVERTY NEIGHBORHOODS. PHOTOGRAPHIC ILLUSTRATIONS, FIGURES, AND GRAPHS ARE PROVIDED. (LE)

ED025875 EC003036
REPORT ON OPERATIONS AND RESULTS OF SPECIAL EDUCATIONAL PROGRAMS FOR EDUCATIONALLY HANDICAPPED MINORS. 67, 23P.

ED025912 EF002254
A COMPENDIUM ON CARPETING IN OUR FUTURE. OCT 65, 37P.

INFORMATION CONCERNING THE FOLLOWING CONSIDERATIONS IN THE SELECTION OF CARPETING FOR EDUCATIONAL FACILITIES IS GIVEN--(1) CHARACTERISTICS OF FACE YARNS, PILE, BACKING AND UNDERLAYMENT, (2) CARPET CONSTRUCTION, (3) ACOUSTICAL PROPERTIES, (4) HEAT TRANSFER PROPERTIES, (5) FUNGISTATIC AND BACTERIOSTATIC CHARACTERISTICS, (6) COST, AND (7) MAINTENANCE. A SELECTIVE BIBLIOGRAPHY CONTAINING BOOKS RELATED TO CARPETING, COST COMPARISON AND CARPET MAINTENANCE IS INCLUDED. (FS)

ED025918 EF002343
CHALLENGE - A REPORT SUGGESTING HOW AN OLD SCHOOL CAN CONTINUE TO SERVE YOUTH IF THE EDUCATIONAL PROGRAM IS THE PRIME CONSIDERATION. JUL 68, 49P.

WESTERN HIGH SCHOOL IN WASHINGTON D. C. FIRST OPENED ITS DOORS IN 1890. IT IS STILL A STRUCTURALLY SOUND BUILDING BUT CANNOT, AS IT IS PRESENTLY DESIGNED, HOPE TO FULFILL THE EDUCATIONAL PROGRAMS OF THE 1970'S. DEMANDS FOR CHANGE HAVE COME FROM STUDENTS, FACULTY, PARENTS, AND THE COMMUNITY AT LARGE. AS ENVISAGED, THE NEW PROGRAM WOULD BE AN INQUIRY OR PROBLEM-SOLVING APPROACH TO EDUCATION USING A SERIES OF THREE OR

FOUR CLUSTERS OF CLASSROOMS, SEMINAR ROOMS, INDEPENDENT STUDY AREAS, AND FACULTY OFFICES TO HOUSE THE PROGRAM. TEN DIFFERENT ALTERNATIVE ARCHITECTURAL SOLUTIONS ARE OFFERED RANGING FROM MINOR ALTERATIONS TO THE PRESENT BUILDING TO THE CONSTRUCTION OF AN EDUCATIONAL PARK. PLANS AND SCHEMATIC DIAGRAMS ARE PICTURED FOR EACH OF THE SCHEMES. ROUGH COST ESTIMATES ARE GIVEN AND SPACE NEEDS FOR EACH PART OF THE EDUCATIONAL PROGRAMS CHARTED. ALSO INCLUDED ARE "THEN AND NOW" PHOTOGRAPHS OF THE INTERIOR OF THE SCHOOL BUILDING. BASIC TO ALL OF THE ALTERNATIVES CONSIDERED IS THE CONVERSION, NOT THE REPLACEMENT, OF THE PRESENTLY EXISTING FACILITY. (NI)

ED025935 EF002715
A TIME-COST MANAGEMENT SYSTEM FOR USE IN EDUCATIONAL PLANNING. MCISAAC, DONALD N., JR.; AND OTHERS, JAN 69, 110P.
DOCUMENT NOT AVAILABLE FROM EDRS.

PREPARED SPECIFICALLY FOR THE DENVER PUBLIC SCHOOLS, THIS MANUAL NEVERTHELESS PROVIDES SOME OF THE BASIC UNDERSTANDING REQUIRED FOR THE PROPER EXECUTION OF EDUCATIONAL PLANNING BASED UPON PERT/CPM TECHNIQUES. THE THEORY OF PERT/CPM AND THE FUNDAMENTAL PROCESSES INVOLVED THEREIN ARE ELUCIDATED IN THE FIRST PART OF THE MANUAL WHILE THE OPERATING PROCEDURES WHICH DEAL IN PARTICULAR WITH THE DENVER PUBLIC SCHOOLS ARE COVERED IN THE SECOND PART. THE APPENDIX CONTAINS MATERIAL WHICH SPECIFICALLY RELATES TO THE EDUCATIONAL PLANNING IN TWO DENVER SCHOOLS. (NI)

ED025936 EF002716
A REPORT ON THE SCHOOLS OF BOSTON - 1962. MAY 62, 306P.

AS PART OF ITS PLAN FOR URBAN RENEWAL IN BOSTON, THE REDEVELOPMENT AUTHORITY INITIATED THIS STUDY OF THE SCHOOL BUILDINGS OF THE CITY. THE STUDY IS BASED UPON AN INTENSIVE ANALYSIS OF ENROLLMENT PROJECTIONS, THE CONDITIONS OF EXISTING SCHOOLS, THE GRADE ORGANIZATION, AND THE IMPACT OF URBAN RENEWAL ON INDIVIDUAL AREAS AND ON THE CITY AS A WHOLE. RECOMMENDATIONS ARE MADE RELATIVE TO ELEMENTARY, INTERMEDIATE, AND HIGH SCHOOLS. SITE LOCATIONS, COSTS, AND FINANCING ARE ALSO DISCUSSED. AN APPENDIX FEATURES FINANCIAL DATA AS WELL AS THE METHODOLOGIES EMPLOYED IN POPULATION AND ENROLLMENT PREDICTION AND CAPACITY COMPUTATION. (FPO)

ED025937 EF002828
BOND SALES FOR PUBLIC SCHOOL PURPOSES 1967-68. JAN 69, 8P.
HC NOT AVAILABLE FROM EDRS.

INFORMATION IS PROVIDED CONCERNING THE SALE OF BONDS FOR CONSTRUCTION OF PUBLIC ELEMENTARY AND SECONDARY SCHOOL FACILITIES. IT IS INTENDED FOR USE BY ADMINISTRATORS, BOARD MEMBERS, AND THE GENERAL PUBLIC WHO MUST REPAY THESE BONDS AND HENCE MUST HAVE SOME KNOWLEDGE OF THEIR FINANCING. A GENERAL DESCRIPTION OF THE CHARACTERISTICS OF PUBLIC SCHOOL PRIMARY MARKET BOND SALES DURING THE FISCAL YEAR 1968 (JULY 1, 1967-JUNE 30, 1968) IS GIVEN. SPECIFIC INFORMATION IS ALSO PROVIDED REGARDING NEW BOND SALES, BOND ELECTIONS FOR PUBLIC SCHOOL PURPOSES, AND NET INTEREST COSTS. (NI)

ED025945 EM006975
ETV STUDY, 1967. 67, 45P.

THE DADE COUNTY BOARD OF PUBLIC INSTRUCTION DIRECTED A STUDY OF THE EFFECTS OF LIMITING THE EDUCATIONAL TELEVISION SERVICES OF WTHS AND WSEC, AND THE POSSIBILITY OF USING THOSE SERVICES AS A PART-TIME TEACHING AID RATHER THAN A FULL-TIME EDUCATIONAL PROCESS. A CUMULATIVE CAPITAL INVESTMENT OF $1,317,255 IN TELEVISION FACILITIES PROVIDED 2,729 HOURS OF INSTRUCTIONAL PROGRAMING IN 1966-67, BROADCAST TO 137,516 PUPILS IN 310 SCHOOLS. ALTHOUGH THE DISCONTINUATION OF TELEVISION WOULD RELEASE $700,000 FOR OTHER SPENDING DURING THE YEAR, EXPENSIVE REVISIONS IN PERSONNEL, CURRICULUM, EDUCATION, AND FINANCING WOULD BE NECESSARY. PART-TIME OPERATION OF TELEVISION MIGHT TAKE THE FORM OF LIMITATION TO ELEMENTARY, SECONDARY, OR COMMUNITY TELEVISION, RESTRICTION OF BROADCASTING TO ONE CHANNEL, THE TELECASTING OF ONLY PREVIOUSLY PRODUCED VIDEOTAPE PROGRAMS, OR A COMBINATION OF THESE ALTERNATIVES. INSTRUCTIONAL TELEVISION PROBLEMS ARE BORN OF THE SYSTEM-WIDE PROBLEM OF INADEQUATE CLASSROOM SPACE FOR LARGE-GROUP INSTRUCTION, WHICH INHIBITS FLEXIBILITY IN PROGRAM SCHEDULING AND THE DEVELOPMENT OF CENTRALIZED AND DECENTRALIZED TELEVISION OPERATIONS. (TI)

ED025947 EM007004
INSTRUCTIONAL TELEVISION IN WESTERN PENNSYLVANIA 64, 92P.
DOCUMENT NOT AVAILABLE FROM EDRS.

PHASE ONE OF THE PROJECT INVOLVED THE USE OF FIELD INTERVIEWS AND QUESTIONNAIRES TO GATHER INFORMATION ESSENTIAL TO LONG-RANGE INSTRUCTIONAL PLANNING. CONDUCTED IN BEHALF OF METROPOLITAN PITTSBURGH EDUCATIONAL TELEVISION (WQED AND WQEX), THE SURVEY REACHED 382 EDUCATORS IN WESTERN PENNSYLVANIA

ED025955 EM017003
KENTUCKY NETWORK REACHES ALL THE PEOPLE. KLASEK, CHARLES B.; AND OTHERS, JAN 69, 7P.
DOCUMENT NOT AVAILABLE FROM EDRS.

SUPPLEMENTING THE EDUCATIONAL PROGRAM OF THE STATE OF KENTUCKY'S SCHOOLS IS THE LARGEST STATE ETV NETWORK IN THE UNITED STATES. THE SYSTEM'S FACILITIES, FINANCING, ADMINISTRATION, AND PROGRAMING ARE THE PRINCIPLE TOPICS OF DISCUSSION IN THIS ARTICLE. (LS)

ED025994 HE000210
QUALITATIVE PLANNING: BEYOND THE NUMBERS GAME. PALOLA, ERNEST G.; AND OTHERS, 68, 5P.

HIGHER EDUCATION IS FACING UNPRECEDENTED CHALLENGE AND CHANGE IN THE FORM OF 3 MAJOR CRISES: THE "QUANTITATIVE CRISIS" OF RAPID GROWTH INDUCED BY A NEW COMMITMENT TO UNIVERSAL HIGHER EDUCATION, THE FISCAL CRISIS BROUGHT ABOUT BY GREATLY INCREASED DEMANDS FOR STATE AND LOCAL REVENUES TO SUPPORT HIGHER EDUCATION, AND THE "QUALITATIVE CRISIS" CAUSED BY THE RAISING OF FUNDAMENTAL QUESTIONS BY STUDENTS, FACULTY, LEGISLATORS AND THE PUBLIC ABOUT THE AIMS AND PURPOSES OF HIGHER EDUCATION. ONE RESPONSE TO THE QUANTITATIVE AND FISCAL CRISES IS THE ESTABLISHMENT OF STATEWIDE COORDINATING AGENCIES. SOME COLLEGES HAVE RESPONDED TO THE QUALITATIVE CRISIS BY INSTITUTING ENDS-ORIENTED PLANNING THAT INCLUDES THE EXAMINATION AND DETERMINATION OF ALL MAJOR LONG-RANGE POLICIES CONCERNING INSTITUTIONAL FUNCTIONS AND ACTIVITIES. FACULTY PARTICIPATION IN SUCH PLANNING IS CRUCIAL. TO IDENTIFY HOW CRITICAL DECISIONS MADE OUTSIDE INSTITUTIONS AFFECT THEIR MISSION AND ROLE, A STUDY WAS MADE OF STATEWIDE PLANNING IN 4 STATES AND 400 INTERVIEWS OF FACULTY AND ADMINISTRATORS ACTIVE IN THE PLANNING PROCESS WERE CONDUCTED. THE EXTENT AND REASONS FOR FACULTY INVOLVEMENT OR LACK OF INVOLVEMENT WERE EXAMINED. FINDINGS SUGGEST THAT FACULTY RELUCTANCE TO PARTICIPATE IN PLANNING MAY CONTINUE UNTIL A BROADER DEFINITION OF PLANNING IS ADOPTED

ED026090 LI001252
INFORMATION, AN EXPLOITABLE COMMODITY. APR 68, 66P.
DOCUMENT NOT AVAILABLE FROM EDRS.

THE PAPER EXAMINES INFORMATION SYSTEMS FROM THE VIEWPOINT OF IMPLEMENTATIONS BASED ON CURRENT KNOWLEDGE AND EXPERIENCE. IT REVIEWS STUDIES THAT REPORT ON HOW INFORMATION HAS BEEN AND CAN BE COMMUNICATED FOR ITS EXPLOITATION. IT DISCUSSES VARIOUS TYPES OF SYSTEMS AND SCHEMES THAT HAVE BEEN DEVELOPED TO AID THE INFORMATION TRANSFER PROCESS, INCLUDING THE SPECIALIZED INFORMATION CENTER, LARGESCALE DOCUMENTATION CENTERS, SELECTIVE-DISSEMINATION-OF-INFORMATION SYSTEMS, COMMERCIAL INFORMATION SERVICES, AND SMALL-GROUP COMMUNICATION CHANNELS. THE ROLE OF MACHINES IN INFORMATION PROCESSING IS CONSIDERED WITH RESPECT TO CURRENT AND POTENTIAL HARDWARE AND SOFTWARE. LIMITATIONS AND CONSTRAINTS IMPOSED ON FORMAL INFORMATION-TRANSFER MECHANISMS BY MAN'S INFORMATION PROCESSING BEHAVIOR ARE POSTULATED AS REQUIRING HUMAN INTERFACES TO EFFECT OPTIMAL USE OF INFORMATION. AN INFORMATION FACILITIES NETWORK IS SUGGESTED AS A STRUCTURE FOR PROVIDING NECESSARY DOCUMENTATION, TRANSMISSION, AND USE OF INFORMATION. THE NETWORK INCLUDES FACILITIES FOR ACQUISITION AND CONTROL

ED026105 LI001309
CRITERIA FOR EVALUATING THE EFFECTIVENESS OF LIBRARY OPERATIONS AND SERVICES. FINAL REPORT, PHASE II: DATA GATHERING AND EVALUATIONS. WESSEL, C. J.; AND OTHERS, AUG 68, 121P.
DOCUMENT NOT AVAILABLE FROM EDRS.

THIS REPORT SUMMARIZES DATA AND INFORMATION COLLECTED TO FACILITATE THE DEVELOPMENT OF CRITERIA FOR THE EVALUATION OF THE EFFICIENCY AND EFFECTIVENESS OF ARMY TECHNICAL LIBRARIES

ED026106 LI001310
LIBRARY COST MODELS: OWNING VERSUS BORROWING SERIAL PUBLICATIONS. WILLIAMS, GORDON; AND OTHERS, NOV 68, 169P.

THE COSTS OF PROVIDING ACCESS TO SERIAL LITERATURE IN FOUR UNIVERSITY RESEARCH LIBRARIES WERE EXAMINED IN THIS STUDY, AND A METHODOLOGY WAS DEVELOPED FOR COMPARING BORROWING COSTS WITH THE COSTS OF ACQUISITION, CATALOGING, MAINTENANCE, AND CIRCULATION. MATHEMATICAL MODELS ARE PROVIDED BY WHICH ANY LIBRARY CAN DETERMINE AT WHAT FREQUENCY OF USE OF A SERIAL TITLE IT BECOMES LESS EXPENSIVE TO ACQUIRE A PHOTOCOPY OF AN ARTICLE FROM ANOTHER LIBRARY WHEN NEEDED THAN TO SUBSCRIBE TO AND MAINTAIN A FILE OF THE TITLE. COST DATA FROM THE FOUR LIBRARIES, WHEN INSERTED INTO THE MODELS, INDICATE A STRONG CASE FOR BORROWING LOW DEMAND SERIAL ITEMS. STUDY FINDINGS MUST BE QUALIFIED BECAUSE THE FOUR LIBRARIES ARE NOT A RANDOM SAMPLE OF ALL RESEARCH LIBRARIES, AND NO VALUE WAS PLACED ON HAVING A COLLECTION AVAILABLE FOR BROWSING OR ON THE SHORTENED ACCESS TIME INVOLVED WITH LOCAL OWNERSHIP. IT IS CONCLUDED THAT IN ORDER TO GIVE THE RESEARCH LIBRARY A CHOICE BETWEEN BORROWING AND OWNING LITTLE USED SERIALS A NATIONAL LENDING LIBRARY SYSTEM FOR SERIAL LITERATURE NEEDS TO BE DEVELOPED. APPENDIXES INCLUDE: DETAILS ON THE LIBRARY SURVEYS, MATHEMATICAL ANALYSES PERFORMED FOR THE STUDY, SUGGESTIONS FOR A LENDING LIBRARY SYSTEM, AND COST MODELS FOR A SPECIFIC SERIAL TITLE. (JB)

ED026115 PS001162
HEAD START PROGRAMS OPERATED BY PUBLIC SCHOOL SYSTEMS, 1966-67. 68, 43P.
DOCUMENT NOT AVAILABLE FROM EDRS.

THE NATIONAL EDUCATION ASSOCIATION SPONSORED THIS STUDY OF PUBLIC SCHOOL SYSTEMS' HEAD START PROGRAMS. DATA ANALYSES BASED ON QUESTIONNAIRES REVEALED THAT IN 1966-67 (INCLUDING SUMMER, 1966) ONE-THIRD OF FULL-YEAR HEAD START PROGRAMS AND TWO-THIRDS OF HEAD START SUMMER PROGRAMS WERE OPERATED BY PUBLIC SCHOOL SYSTEMS. A SECTION ON ORGANIZATION DEALS WITH DAILY ORGANIZATION, LENGTH OF SESSIONS, FOLLOW THROUGH, PERIOD OF OPERATION, AND SPECIAL SERVICES. TWO SECTIONS ARE ENTITLED "PUPILS, TEACHERS, AND PARENTAL PARTICIPATION," AND "FINANCES AND FACILITIES," AND ALL SECTIONS ARE DOCUMENTED BY TABLES OF STATISTICS. (DO)

ED026194 RC003146
AN OVERALL EDUCATION PLAN FOR RURAL ALASKA. 28 FEB 66, 37P.

A REPORT SUBMITTED BY THE ALASKAN GOVERNOR'S COMMITTEE ON EDUCATION INDICATES THAT THE QUALITY OF EDUCATION IN RURAL SCHOOLS, BOTH STATE-SPONSORED AND BUREAU OF INDIAN AFFAIRS-SPONSORED, IS IN NEED OF IMPROVEMENT. THIS PLAN FOR SCHOOL REORGANIZATION IN ALASKA RECOMMENDS CONSOLIDATION OF SMALL RURAL SCHOOLS IN FAVOR OF WIDER CURRICULAR OFFERINGS AFFORDED BY LARGER SCHOOLS

ED026196 RC003151
GREAT PLAINS SCHOOL DISTRICT ORGANIZATION PROJECT. PROJECT REPORT FOR NEBRASKA. SCHROEDER, WILLIAM R.; AND OTHERS, JUN 68, 125P.

THIS STUDY OF NEBRASKA'S EXISTING SCHOOL STRUCTURE (I.E., COSTS, CURRICULUM OFFERINGS, AND ORGANIZATION) IS PART OF AN INTERSTATE PROJECT ON SCHOOL DISTRICT REORGANIZATION. HISTORICAL DEVELOPMENT OF EDUCATION IN NEBRASKA AND NATIONAL TRENDS IN SCHOOL DISTRICT REORGANIZATION ARE DISCUSSED. SEVEN GUIDELINES FOR PLANNING AND IMPLEMENTING A STATEWIDE PROGRAM OF SCHOOL DISTRICT REORGANIZATION ARE PRESENTED. SUGGESTIONS ARE MADE FOR LEGISLATION AND FOR FURTHER STUDY IN AREAS OF ORGANIZATION FOR TECHNICAL TRAINING, ORGANIZATIONAL STRUCTURE FOR 13TH AND 14TH YEARS OF EDUCATION, COORDINATION OF HIGHER EDUCATION, AND ORGANIZATION OF METROPOLITAN, URBAN, AND SUBURBAN AREAS. A BIBLIOGRAPHY AND LIST OF PROJECT POSITION PAPERS ARE APPENDED. (JH)

ED026213 RE001338
SUPPLEMENTARY EDUCATION CENTER. APR 68, 14P.

THE SUPPLEMENTARY EDUCATION CENTER OF WORCESTER, MASSACHUSETTS, A TITLE III PROJECT, IS A READING CLINIC DESIGNED TO HELP SERIOUSLY RETARDED READERS. ITS OBJECTIVES ARE TO PROVIDE A SYSTEMATIC DIAGNOSTIC SYSTEM, AN INDIVIDUALIZED INSTRUCTIONAL PROGRAM, A CONTINUING EVALUATION OF READING AND INSTRUCTIONAL MATERIALS, AND A TRAINING GROUND FOR CLASSROOM TEACHERS. THE DIAGNOSTIC INFORMATION UTILIZED INCLUDES CASE HISTORY DATA, PHYSICAL AND EMOTIONAL DATA, GENERAL AND POTENTIAL CAPACITY LEVELS, AND PRESENT ACHIEVEMENT LEVELS FOR EACH CHILD. REFERRAL CONFERENCES INCLUDE THE PRINCIPAL, THE CLASSROOM TEACHER, THE REMEDIAL READING TEACHER, AND TWO READING CLINIC TEACHERS. INDIVIDUALIZED INSTRUCTION IS PROVIDED FOR 30 TO 40 MINUTES FOUR TIMES WEEKLY. THERE IS CONTINUOUS EVALUATION OF MATERIALS. ONE-WEEK INSERVICE TEACHER TRAINING FAMILIARIZES CLASSROOM TEACHERS WITH THE DIAGNOSTIC AND REMEDIAL TECHNIQUES USED. SINCE ITS BEGINNING IN OCTOBER 1967, 26 CHILDREN FROM GRADES 2 TO 5 HAVE BEEN ENROLLED. SIXTEEN HAVE BEEN DISMISSED AS NO LONGER IN NEED OF SPECIALIZED HELP. REFERENCES ARE LISTED. (BS)

ED026216 RE001354
THE STATE'S ROLE IN IMPROVING READING INSTRUCTION--A STATE PATTERN IN CALIFORNIA. 25 APR 68, 10P.

THE MILLER-UNRUH READING ACT OF 1965 WAS PASSED TO PROMOTE THE PREVENTION AND EARLY CORRECTION OF READING DIFFICULTIES AND THE ACHIEVEMENT OF HIGH QUALITY EDUCATION IN CALIFORNIA. THE LAW PROVIDES FOR THE EMPLOYMENT OF TEACHERS SPECIFICALLY TRAINED TO TEACH READING, FOR MONETARY INCENTIVE TO ENCOURAGE SUCH TRAINING, AND FOR THE ESTABLISHMENT AND MAINTENANCE OF SCHOOL LIBRARIES. ALL DISTRICTS RECEIVING EQUALIZATION AID MAY PARTICIPATE IN THE PROGRAM TO PROVIDE FOR SPECIALIST TEACHERS WHO ARE CLASSROOM TEACHERS GIVEN SPECIAL INSTRUCTION IN THE TEACHING OF READING. THESE SPECIALIST TEACHERS WORK WITH FIRST-GRADE CHILDREN TO PREVENT READING DIFFICULTIES AND DO REMEDIAL WORK WITH SMALL GROUPS OF SECOND AND THIRD GRADERS. DISTRICTS THAT RECEIVE AID ARE ALLOWED TO PLAN THEIR OWN READING PROGRAMS WITH THE STIPULATION THAT THEY MEET THE BASIC REQUIREMENTS OF THE CALIFORNIA STATE BOARD OF EDUCATION. IN THE PROGRAM'S FIRST YEAR, 1966-67, 53 DISTRICTS EMPLOYED 252 SPECIALIST TEACHERS, ABSORBED 238 SCHOLARSHIPS, AND PARTICIPATED IN 193 COURSES AND WORKSHOPS. IN THE SECOND YEAR, 224 DISTRICTS APPLIED WITH REQUESTS FOR 950 SPECIALIST TEACHERS. THIS FIGURE IS EXPECTED TO TRIPLE IN THE 1968-69 YEAR. (BS)

ED026247 SE005114
THE STATUS OF SCIENCE EDUCATION IN IOWA HIGH SCHOOLS 67, 187P.
DOCUMENT NOT AVAILABLE FROM EDRS.

COMPARED WAS THE STATUS OF SCIENCE EDUCATION IN HIGH SCHOOLS IN THE STATE OF IOWA DURING THE 1957-58 AND 1966-67 SCHOOL YEARS. DATA FOR 1967 WERE OBTAINED FROM THE STATE DEPARTMENT OF PUBLIC INSTRUCTION AND FROM VISITS TO 60 SCHOOLS. SOME OF THE FINDINGS RELATED TO STUDENTS AND TEACHERS ARE (1) SCHOOLS OFFERED MORE SCIENCE COURSES IN 1967 THAN 1958, (2) THE PERCENTAGE OF PUPILS ENROLLED IN SCIENCE COURSES IN 1967 WAS NEARLY THE SAME AS IN 1958, (3) PHYSICAL SCIENCE ENROLLMENT INCREASED WHILE ENROLLMENTS IN OTHER AREAS DECLINED, AND (4) TEACHERS IN THE 1967 STUDY HAD MORE SEMESTER HOURS IN SCIENCE, MORE GRADUATE CREDIT IN SCIENCE, AND LIGHTER TEACHING LOADS. FINDINGS ALSO SHOWED INCREASES IN (1) SCIENCE BUDGETS, (2) USE OF AUDIOVISUALS, AND (3) NEWER TEXTS USED. (BC)

ED026284 SE006348
SCIENCE EDUCATION INFORMATION REPORT, GENERAL BIBLIOGRAPHY SERIES 18, LEGISLATIVE ACTS AND REPORTS, ADMINISTRATION AND SUPERVISION, SCIENCE FACILITIES. DEC 68, 16P.

THIS IS THE EIGHTH IN THE SECOND SERIES OF GENERAL BIBLIOGRAPHIES DEVELOPED TO DISSEMINATE INFORMATION ON DOCUMENTS ANALYZED AT THE ERIC INFORMATION ANALYSIS CENTER FOR SCIENCE EDUCATION. REPORTED ARE SOME 36 CITATIONS OF SELECTED DOCUMENTS IN THE AREAS OF (1) LEGISLATIVE ACTS AND REPORTS, (2) ADMINISTRATION AND SUPERVISION, AND (3) SCIENCE FACILITIES. THE DOCUMENTS INCLUDED REPRESENT RESEARCH REPORTS, RESEARCH REVIEWS, MANUALS, SPEECHES, TEXTBOOKS, AND OTHER TYPES. CITATIONS ARE LISTED UNDER THE MAJOR AREAS IN ALPHABETICAL ORDER BY AUTHOR AND INDICATE SOURCE, AVAILABILITY, AND MAJOR IDEAS OF THE DOCUMENT. THIS BIBLIOGRAPHY IS AVAILABLE AT NO COST, WHILE THE SUPPLY LASTS, FROM THE ERIC INFORMATION ANALYSIS CENTER FOR SCIENCE EDUCATION, 1460 WEST LANE AVENUE, COLUMBUS, OHIO 43221. IT UPDATES, BUT DOES NOT REPLACE, THE EARLIER BIBLIOGRAPHY PRODUCED IN THIS AREA BY THE CENTER. (GR)

ED026295 SP002112
TEACHER AIDES: A STATUS REPORT. 68, 40P.

THIS BULLETIN, DESIGNED TO BE OF ASSISTANCE TO THOSE INTERESTED IN EMPLOYING AND UTILIZING TEACHER AIDES, PRESENTS (1) A GENERAL ACCOUNT OF CURRENT THINKING ON THE RATIONALE, USE, AND EFFECTS OF TEACHER AIDES IN PUBLIC SCHOOL PROGRAMS AND (2) THE RESULTS OF A DESCRIPTIVE RESEARCH STUDY DESIGNED TO DETERMINE THE STATUS OF THE TEACHER AIDE IN BOTH ELEMENTARY AND SECONDARY GRADES IN INDIANA STATE UNIVERSITY EDUCATIONAL DEVELOPMENT COUNCIL (ISUEDC) SCHOOL CORPORATIONS. FINDINGS FROM QUESTIONNAIRE DATA (RETURNED BY 63 OF THE 83 MEMBER SCHOOLS) ARE PRESENTED UNDER FOUR HEADINGS.

ED026345 SP002252
THE DEVELOPMENT OF AN INFORMATION SYSTEM FOR TEACHER TURNOVER IN PUBLIC SCHOOLS (INCLUDING UNIFORM REPORTING AND A COMPUTER PROGRAM). ORLICH, DONALD C.; CRAVEN, EVELYN M., NOV 68, 217P.

A DESCRIPTIVE RESEARCH STUDY WAS CONDUCTED TO (1) DEVELOP AN INFORMATION SYSTEM FOR COLLECTING AND PROCESSING INFORMATION ON TEACHER MOBILITY, (2) OBTAIN INFORMATION CONCERNING CURRENT CONDITIONS OF TEACHER TURNOVER IN IDAHO, (3) FIELD TEST THE INSTRUMENT AND COMPUTER PROGRAMS AND (4) PROVIDE ACCURATE DATA ABOUT TEACHER TURNOVER IN THE NATION AND SELECTED STATES FOR USE BY ADMINISTRATORS, PROFESSIONAL ORGANIZATIONS, AND SCHOOL BOARDS IN FORMULATING CONSTRUCTIVE MEANS OF SOLVING TEACHER MOBILITY PROBLEMS. CHI-SQUARE AND RANK-DIFFERENCE CORRELATION ANALYSES OF QUESTIONNAIRE DATA FROM 63.5 PERCENT OF IDAHO TEACHERS WHO RESIGNED POSITIONS IN 1967 (16.5 PERCENT OF THE 7,977 CERTIFIED PERSONNEL) REVEALED THAT MOST MALES LEFT FOR ECONOMIC REASONS, FEMALES FOR PERSONAL AND FAMILY REASONS, WITH 49 PERCENT ALSO LEAVING THE STATE. (IN ADDITION TO CONCLUSIONS AND IMPLICATIONS OF THE IDAHO STUDY, THE REPORT CONTAINS CHAPTERS ON OCCUPATIONAL MOBILITY AND CAREER PATTERNS, RESEARCH RELATED TO TEACHER MOBILITY STUDIES, DEMOGRAPHIC INFORMATION RELATED TO TEACHER MOBILITY, AND SOME ECONOMICALLY ASSOCIATED ASPECTS OF TEACHER MOBILITY. ALSO INCLUDED ARE A 127-ITEM BIBLIOGRAPHY AND THE MODEL INFORMATION SYSTEM CONSISTING OF THE FOUR-PAGE TEACHER MOBILITY STUDY QUESTIONNAIRE, A CRITIQUE OF THE QUESTIONNAIRE, AND COMPUTER PROGRAMS, WRITE-UPS, AND FLOW CHARTS FOR ANALYZING SURVEY DATA WITH EITHER THE IBM 1620 MODEL I COMPUTER WITH 1622 CARD READER AND 20K CORE OR THE 1130 MODEL II-B COMPUTER WITH DISK DRIVE AND 1132 PRINTER.) (JS)

ED026421 UD007674
PROJECT CONCERN - 1966-1968 AUG 68, 62P.

THE FINAL TECHNICAL REPORT SUMMARIZES THE DEVELOPMENT, OPERATIONS, AND EFFECTIVENESS OF PROJECT CONCERN, HARTFORD'S PROGRAM OF SUBURBAN SCHOOL PLACEMENT FOR INNER-CITY CHILDREN. THIS APPROACH TO EDUCATIONAL IMPROVEMENT THROUGH BUSING DISADVANTAGED STUDENTS TO NEIGHBORING TOWNS WAS FUNDED IN PART BY THE ELEMENTARY AND SECONDARY EDUCATION ACT, TITLE III. INCLUDED IS INFORMATION ON SELECTION OF THE GHETTO PUPILS, THEIR ACADEMIC AND SOCIAL ADJUSTMENT IN THE SUBURBAN SCHOOLS, AND THE EFFECTS OF THE PROJECT ON THE SUBURBAN STUDENTS, PARENTS AND SCHOOLS. ALSO DISCUSSED ARE THOSE CHILDREN AND FAMILIES WHO DROPPED OUT OF THE PROJECT, AND THE OPERATIONAL CHARACTERISTICS OF THE PROGRAM. (NH)

ED026443 UD008007
A PROGRAM OF ACTION FOR THE SCHOOLS IN SOUTH DADE COUNTY, FLORIDA: A REPORT TO THE SPECIAL STUDY COMMITTEE. 26 JUN 67, 82P.

THIS REPORT PRESENTS SURVEY OF THE SCHOOL NEEDS OF SOUTH DADE COUNTY, FLORIDA. IT INCLUDES STUDY OF THE COUNTY'S POPULATION, PRESENT AND FUTURE SCHOOL ENROLLMENT, ANALYSIS OF THE FEELINGS OF THE BLACK AND WHITE COMMUNITIES ABOUT THE DESEGREGATION OF A LOCAL HIGH SCHOOL, THE SCHOOL PLANT NEEDS OF THE COUNTY, AND RECOMMENDATIONS FOR IMMEDIATE ACTION FOR IMPLEMENTATION IN SEPTEMBER 1971 AND FOR LONG-RANGE PLANNING. (EF)

ED026464 VT004685
THE DEVELOPMENT AND UTILIZATION OF HUMAN RESOURCES KAUFMAN, JACOB J.; AND OTHERS. JUL 67, 91P.

THESE GUIDELINES GIVE SPECIFIC SUGGESTIONS AS TO WHERE RESEARCH RESOURCES MIGHT BE EMPLOYED TO YIELD GREATEST RETURNS IN TERMS OF USEFULNESS FOR THE FORMULATION AND IMPLEMENTATION OF PUBLIC POLICIES WITH RESPECT TO THE DEVELOPMENT, ALLOCATION, AND UTILIZATION OF HUMAN KNOWLEDGE AND SKILLS IN OUR RAPIDLY CHANGING ECONOMY. LONGITUDINAL STUDIES ARE SUGGESTED TO DETERMINE MORE PRECISELY THE KINDS OF ECONOMIC, PSYCHOLOGICAL, AND SOCIOLOGICAL PROBLEMS ENCOUNTERED BY THE DISADVANTAGED OVER TIME, THE REASONS FOR THEIR EXISTENCE, AND THE MOST PROMISING POLICY APPROACH TO MITIGATE AND DEAL WITH THESE PROBLEMS. EIGHT SEMINARS WERE CONDUCTED FOR THE DEVELOPMENT OF THIS RESEARCH GUIDE AND RELATED SUBJECTS, AND THE RESULTS OF THESE DISCUSSIONS AND ANALYSIS ARE INCLUDED. AS A RESULT OF THEIR WORK, FOUR MAJOR SUBJECT-MATTER AREAS WERE SUGGESTED, NAMELY, HUMAN RESOURCES INVESTMENT, SUPPLY, DEMAND, AND MARKET AND MOBILITY. EACH OF THESE AREAS IS BROKEN DOWN INTO SPECIFIC RESEARCH TOPICS WITH AN INDICATION OF PRIORITY, AND COVERING A WIDE RANGE OF MATERIAL RELATED TO ECONOMIC AND NON-ECONOMIC FACTORS. (FP)

ED026473 VT005253
VOCATIONAL EDUCATION IN CONNECTICUT, 1966-67. DESCRIPTIVE REPORT OF PROGRAM ACTIVITIES FOR FISCAL YEAR ENDING JUNE 30, 1967. BULLETIN NO. 103. 67, 44P.

DAYTIME PROGRAMS RECORDED 42,008 STUDENTS, AND EVENING PROGRAMS 29,217 STUDENTS ENROLLED IN AREAS OF AGRICULTURE, DISTRIBUTIVE EDUCATION, HEALTH OCCUPATIONS, HOME ECONOMICS, OFFICE AND BUSINESS, TECHNICAL EDUCATION, AND TRADE AND INDUSTRIAL EDUCATION. FOURTEEN STATE-OPERATED REGIONAL VOCATIONAL-TECHNICAL SCHOOLS, FOUR REGIONAL TECHNICAL INSTITUTES, 14 REGIONAL VOCATIONAL AGRICULTURE CENTERS, AND LOCAL SCHOOL DISTRICTS IN 93 TOWNS WERE INVOLVED. NEW PROGRAMS FOR HIGH SCHOOL STUDENTS AND ADULTS WERE STARTED TO UPGRADE SKILLS AND TO PROVIDE BASIC EDUCATION. WORK-STUDY PROGRAMS WERE EMPHASIZED AND SPECIAL ATTENTION WAS FOCUSED UPON IMPROVING PROGRAMS FOR INDIVIDUALS WITH SPECIAL NEEDS. STATE TECHNICAL INSTITUTES AND COMMUNITY COLLEGES CONTINUED TO EXPAND. THE REPORT SUMMARIZES THE YEAR'S ACTIVITIES BY PROGRAM FIELDS IN RELATION TO THE EXTENTS TO WHICH OBJECTIVES WERE ACHIEVED FOR EXPANDING AND IMPROVING EDUCATION FOR HIGH SCHOOL STUDENTS, POST HIGH SCHOOL STUDENTS, PERSONS ALREADY IN THE LABOR MARKET, AND PERSONS WITH SPECIAL NEEDS. ALSO INCLUDED ARE DISCUSSIONS OF STATE ACTIVITIES IN STRENGTHENING PROGRAMS, RELATED LEGISLATION, ACTIVITIES WITH OTHER AGENCIES, OUTSTANDING STRENGTHS AND WEAKNESSES OF THE STATE PROGRAM, AND YOUTH ORGANIZATIONAL ACTIVITIES. (JK)

ED026485 VT006376
AN INTERDISCIPLINARY APPROACH TO MANPOWER RESEARCH. PALOMBA, NEIL A., ED.; JAKUBAUSKAS, EDWARD B., ED., 68, 247P.

TO PROMOTE BETTER QUALITY RESEARCH, APPLICATION OF RESEARCH TO ACTION PROGRAMS, AND EFFECTIVE INSTRUCTION IN COLLEGES AND UNIVERSITIES, A MANPOWER RESEARCH INSTITUTE WAS HELD AT IOWA STATE UNIVERSITY, JUNE 12-16, 1967. MAJOR PAPERS RELATING TO RESEARCH PROGRAMS COVERED: (1) AN INTERDISCIPLINARY APPROACH, (2) THE U.S. DEPARTMENT OF LABOR PROGRAMS, (3) THE U.S. OFFICE OF EDUCATION PROGRAMS, (4) PROGRAMS IN THE HARDCORE GHETTO, AND (5) HEALTH PROGRAMS. SPEECHES RELATED TO REGIONAL AND AREA DEVELOPMENT COVERED: (1) MULTI-COUNTY FUNCTIONAL ECONOMIC AREAS, (2) PROGRAM PLANNING, (3) AREA VOCATIONAL SCHOOLS AND COMMUNITY COLLEGES, AND (4) STATE RESEARCH COORDINATING UNITS. TOPICS RELATED TO PSYCHOLOGICAL RESEARCH WERE: (1) PSYCHOLOGICAL THEORY AND MANPOWER, (2) PSYCHOLOGICAL DETERMINANTS OF OCCUPATIONS, (3) ORGANIZATIONAL THEORY AND MANPOWER WITHDRAWAL, AND (4) EXPERIMENTATION IN ORGANIZATIONAL BEHAVIOR. DISCUSSION OF SOCIOLOGICAL AND ANTHROPOLOGICAL RESEARCH INCLUDED: (1) CHANGING CONCEPTIONS OF WORK, (2) THE OLDER CITIZEN, AND (3) THE OFFICE AS A NEW TYPE OF MASS PRODUCTION FACTORY. METHODOLOGY AND RESEARCH TREND TOPICS INCLUDED: (1) USING COMPUTERS IN SEARCHING FOR JOBS AND EMPLOYEES, (2) POPULATION SURVEYS, (3) ALLIED HEALTH MANPOWER, AND (4) RESEARCH NEEDS. MANPOWER RESEARCH FELLOWSHIPS WERE AWARDED TO 29 FULL-TIME COLLEGE AND UNIVERSITY PROFESSORS. (DM)

ED026504 VT007310
VOCATIONAL EDUCATION. 68, 146P.
DOCUMENT NOT AVAILABLE FROM EDRS.

THIS CONFERENCE ON ECONOMIC ISSUES IN VOCATIONAL EDUCATION WAS THE PRODUCT OF A NUMBER OF CONSIDERATIONS SUCH AS THE INCREASED INTEREST IN PROBLEMS OF THE DISADVANTAGED, THE INCREASED EMPHASIS ON VOCATIONAL EDUCATION BY THE FEDERAL GOVERNMENT, AND THE INCREASED EMPHASIS ON TRAINING AND RETRAINING AS SOLUTIONS TO AT LEAST A PART OF THE UNEMPLOYMENT PROBLEM. WITH THIS BACKGROUND THE EXPECTATIONS OF THE CONFERENCE WERE TO PROVIDE FOR: (1) A GROUP OF PERSONS (CHIEFLY ECONOMISTS) ENGAGED IN EVALUATIVE RESEARCH IN THE VOCATIONAL EDUCATION AREA TO BE EXPOSED TO THE CONCERNS, ATTITUDES, AND VIEWS OF VOCATIONAL EDUCATORS, AND (2) A GROUP OF EDUCATORS CONCERNED WITH THEIR MISSION, INTERESTED IN EVALUATION, AND HOPEFUL OF INCREASING THE EFFECTIVENESS OF THEIR EFFORTS TO BETTER UNDERSTAND WHAT THE ECONOMIST MEANS BY EVALUATION, THE CRITERIA HE RELIES ON, THE FRAMEWORK HE UTILIZES, AND THE DATA HE REQUIRES. TOPICS ON WHICH PRESENTATIONS WERE MADE INCLUDE OCCUPATIONAL GUIDANCE, LABOR-MARKET IMPLICATIONS, EVALUATION STUDIES, AND OCCUPATIONAL TRAINING NEEDS. (CH)

ED026505 VT007323
VOCATIONAL EDUCATION AMENDMENTS OF 1968. REPORT NO. 1938. 68, 56P.

THIS DOCUMENT INCLUDES THE AMENDMENTS TO THE VOCATIONAL ACT OF 1963 KNOWN AS THE VOCATIONAL EDUCATION AMENDMENTS OF 1968, H.R. 18366. A REPORT FROM THE COMMITTEE ON EDUCATION AND LABOR (VT 007 383) PROVIDES BACKGROUND INFORMATION, SUPPLEMENTAL VIEWS ON BEHALF OF MINORITY MEMBERS, A SECTION BY SECTION ANALYSIS, AND THE CHANGES IN THE EXISTING LAW THAT ARE MADE BY THIS BILL. THE AMENDMENTS ARE IN THE AREAS OF: (1) GENERAL PROVISIONS, (2) STATE VOCATIONAL EDUCATION PROGRAMS, (3) RESEARCH AND TRAINING IN VOCATIONAL EDUCATION, (4) EXEMPLARY PROGRAMS AND PROJECTS, (5) RESIDENTIAL VOCATIONAL EDUCATION, (6) CONSUMER AND HOMEMAKING EDUCATION, (7) COOPERATIVE VOCATIONAL EDUCATION PROGRAMS, (8) WORK-STUDY PROGRAMS FOR VOCATIONAL EDUCATION STUDENTS, (9) CURRICULUM DEVELOPMENT IN VOCATIONAL AND TECHNICAL EDUCATION, (10) TRAINING AND DEVELOPMENT PROGRAMS FOR VOCATIONAL EDUCATION PERSONNEL, AND (11) MISCELLANEOUS PROVISIONS. (MM)

ED026528 VT007754
A REPORT BY THE GOVERNOR'S TASK FORCE ON VOCATIONAL AND TECHNICAL EDUCATION. 9 JAN 69, 92P.

ON JULY 19, 1968, A TASK FORCE ON VOCATIONAL AND TECHNICAL EDUCATION WAS CREATED BY THE GOVERNOR OF OHIO TO DEVELOP PROPOSALS FOR ORGANIZATION, FINANCING, AND LEGISLATION. SOME MAJOR PROBLEMS TO WHICH THE TASK FORCE GAVE ATTENTION WERE: (1) THE SERIOUS GAP BETWEEN THE NEED FOR AND THE AVAILABILITY OF VOCATIONAL AND TECHNICAL EDUCATION, (2) THE LACK OF RELEVANCY OF THE PRESENT SYSTEM OF EDUCATION, (3) THE UNEMPLOYMENT PROBLEM OF MANY YOUNG PEOPLE BECAUSE OF LACK OF JOB TRAINING AND SKILLS, (4) THE LACK OF OPPORTUNITY FOR ADULT VOCATIONAL OR TECHNICAL TRAINING, (5) THE NEED FOR SCHOOL DISTRICT REORGANIZATION, (6) THE LACK OF LIAISON BETWEEN PUBLIC EDUCATION AND INDUSTRY, AND (7) THE RELATIONSHIP OF JOB AVAILABILITY AND THE SUPPLY OF TRAINED PERSONS TO THE FUTURE ECONOMIC GROWTH OF OHIO. SOME RECOMMENDATIONS WERE: (1) INITIATION OF A MASSIVE INFORMATION PROGRAM ON VOCATIONAL AND TECHNICAL EDUCATION, (2) THE ALLIANCE AND IDENTIFICATION OF TECHNICAL EDUCATION WITH HIGHER EDUCATION, (3) ORGANIZATION OF JOINT VOCATIONAL SCHOOL DISTRICTS ON A COMPLETE COUNTY OR MULTI-COUNTY BASIS, (4) GREATER AVAILABILITY OF VOCATIONAL EDUCATION FACILITIES, (5) CERTIFICATION OF TEACHERS WITH A TRADE OR INDUSTRIAL BACKGROUND AND A MINIMUM OF FORMAL TEACHER-TRAINING, AND (6) DISTRIBUTION OF STATE FUNDS ON THE BASIS OF NEED. (DM)

ED026551 AC003016
MANPOWER DEVELOPMENT IN APPALACHIA ZELLER, FREDERICK A., ED.; MILLER, ROBERT W., ED., 68, 303P.
DOCUMENT NOT AVAILABLE FROM EDRS.

BEGINNING WITH A REVIEW OF THE PROBLEMS AND GENERAL CONDITIONS OF APPALACHIA, THIS BOOK ANALYZES PAST, PRESENT, AND FUTURE MANPOWER NEEDS AT BOTH THE NATIONAL AND REGIONAL LEVELS

ED026552 AC003017
THE ROLE OF FORMAL EDUCATION AND TRAINING IN MANPOWER DEVELOPMENT. STANLEY, MILES C.; AND OTHERS, 68, 50P.
DOCUMENT NOT AVAILABLE FROM EDRS.

IN THIS SECTION OF A LARGER WORK ON MANPOWER DEVELOPMENT, A WEST VIRGINIA LABOR LEADER, A FORMER UNIVERSITY PRESIDENT, AND THE UNDER SECRETARY OF LABOR EXAMINE THE PRESENT AND POTENTIAL RELEVANCE OF FORMAL EDUCATION AND TRAINING. CRITICIZING THE INABILITY OR UNWILLINGNESS OF EDUCATIONAL INSTITUTIONS TO ADAPT TO THE NEEDS OF DISADVANTAGED YOUTH AND ADULTS, THE LABOR LEADER CALLS FOR A REEXAMINATION OF PRESENT APPROACHES TO ELEMENTARY, SECONDARY, AND HIGHER EDUCATION IN APPALACHIA. THE SECOND AUTHOR ASSERTS THAT AMERICAN UNIVERSITIES CAN AND SHOULD EXERCISE LEADERSHIP IN MANPOWER DEVELOPMENT AND PLANNING BY PROVIDING FOR RESEARCH AND EXPERIMENTATION, AGRICULTURAL EXTENSION IN DEPRESSED RURAL AREAS, IMPROVED COOPERATION WITH THE PUBLIC SCHOOLS, AND AN EXPANSION OF CONTINUING EDUCATION. THE UNDER SECRETARY OF LABOR URGES MORE ADEQUATE INTEGRATION OF FEDERAL EFFORTS WITH THOSE OF OTHER INSTITUTIONS AND AGENCIES ENGAGED IN MANPOWER DEVELOPMENT, SUGGESTS THAT EDUCATIONAL INSTITUTIONS BE MADE MORE RELEVANT TO THE WORLD OF WORK AND MORE RESPONSIVE TO THE PROBLEMS OF DROPOUTS, AND CALLS UPON LABOR TO ASSUME LEADERSHIP IN EFFORTS TO ALLEVIATE UNEMPLOYMENT. (LY)

ED026579 AC003260
TITLE I PROGRAMS AND PROGRAMMING COSTS 15 NOV 68, 17P.

THESE 12 PROGRAM PROPOSALS APPROVED BY THE TENNESSEE STATE AGENCY FOR TITLE I (HIGHER EDUCATION ACT OF 1965) 1969 FEDERAL FUNDING ARE IN THE CATEGORIES OF COMMUNITY ECONOMIC AND HUMAN RESOURCE DEVELOPMENT SERVICES AND GOVERNMENT AND COMMUNITY DEVELOPMENT SERVICES. UNDER THE FIRST HEADING ARE AN INTENSIVE TRAINING PROGRAM IN PSYCHOLOGY FOR DIVISION OF EMPLOYMENT SECURITY INTERVIEWERS

ED026692 CG003589
THE UPPER PENINSULA MULTI-DISTRICT PLANNING PROJECT. FINAL REPORT. EGELSTON, RICHARD; AND OTHERS, SEP 67, 382P.

THE UPPER PENINSULA MULTI-DISTRICT PLANNING PROJECT WAS DESIGNED TO PROVIDE ANALYSIS OF LARGE QUANTITIES OF DATA POSTULATED TO HAVE SOME BEARING ON STUDENT ACHIEVEMENT AND EDUCATIONAL PROGRAMS. IT PROVIDED A MEANS BY WHICH EDUCATIONAL PROGRESS IN MICHIGAN'S UPPER PENINSULA COULD BE ASSESSED. A BRIEF HISTORY OF THE PROJECT IS FOLLOWED BY A DESCRIPTION OF A SUMMER TRAINING PROGRAM FOR THE PROJECT STAFF, AND BY AN OVERVIEW OF PRINCIPLES, CRITERIA, AND INSTRUMENTS FOR DATA COLLECTION. THE VARIABLES ARE THEN DISCUSSED.

ED026700 EA001332
THE MULTI-COUNTY REGIONAL EDUCATIONAL SERVICE AGENCY IN IOWA. PART I, SECTION 1 (CHAPTERS I-IV), THE INTERMEDIATE UNIT OF SCHOOL ADMINISTRATION IN THE UNITED STATES. FINAL REPORT. STEPHENS, E. ROBERT; AND OTHERS, SEP 67, 221P.

AN EXTENSIVE STUDY, REPORTED IN THREE SEPARATELY PUBLISHED SECTIONS, WAS MADE TO DETERMINE PRIMARY ASPECTS OF THE CURRENT CONSOLIDATION AND REDISTRICTING OF LOCAL SCHOOL DISTRICTS. BASIC PROCEDURES USED TO GATHER INFORMATION INCLUDED A SURVEY OF RELATED LITERATURE, VISITATIONS TO COUNTY AND INTERMEDIATE EDUCATIONAL AGENCIES IN IOWA AND OTHER STATES, AND UTILIZATION OF CONSULTANTS IN THE FIELD. SECTION I INTRODUCES THE PROBLEM AND STRESSES THE IMPORTANCE OF RELEVANT RESEARCH. STUDY PROCEDURES ARE DESCRIBED AND KEY TERMS ARE DEFINED. THE FOCAL POINTS OF THE LITERATURE REVIEW ARE THE HISTORY AND DEVELOPMENT OF THE MIDDLE ECHELON AGENCY, ITS ADVANTAGES AND DISADVANTAGES, AND THE FUTURE OF THE INTERMEDIATE UNIT. A DESCRIPTION OF THE INTERMEDIATE UNIT AS IT CURRENTLY EXISTS INCLUDES GENERAL DESCRIPTIONS OF EFFECTIVE CRITERIA, ORGANIZATION, ADMINISTRATION, PROGRAMS AND SERVICES, FINANCING, STAFFING, AND PERTINENT LEGISLATION. VARIOUS ORGANIZATIONAL AND OPERATIONAL PATTERNS OF INTERMEDIATE UNITS ARE ANALYZED, AND 16 FUNCTIONING INTERMEDIATE UNITS ARE CITED FOR PURPOSES OF COMPARISON AND ANALYSIS. DOCUMENTS EA 001 332 THROUGH 001 336 REPORT THE FINDINGS OF A SINGLE STUDY FUNDED UNDER TITLE III OF ESEA. (JK)

ED026701 EA001333
THE MULTI-COUNTY REGIONAL EDUCATIONAL SERVICE AGENCY IN IOWA. PART I, SECTION 2 (CHAPTERS V-XII), A PROPOSAL FOR THE ESTABLISHMENT OF A NETWORK OF MULTI-COUNTY, REGIONAL EDUCATIONAL SERVICE AGENCIES IN THE STATE OF IOWA. FINAL REPORT. STEPHENS, E. ROBERT; AND OTHERS, SEP 67, 261P.

BASED UPON THE HISTORICAL REVIEW AND CASE STUDIES REPORTED IN THE FIRST SECTION, SECTION II DEVELOPS A RATIONALE FOR RESTRUCTURING THE COUNTY SCHOOL SYSTEM OR MIDDLE ECHELON UNIT OF SCHOOL ADMINISTRATION IN THE STATE OF IOWA AND FOR DETERMINING THE NEED FOR A UNIT OF SCHOOL GOVERNMENT OPERATING BETWEEN LOCAL SCHOOL DISTRICTS AND THE STATE EDUCATIONAL AGENCY. THREE QUESTIONNAIRES SUBMITTED TO COUNTY SCHOOL SUPERINTENDENTS AND CONSULATIONS WITH SELECTED EDUCATORS PROVIDED THE BASIC DATA UTILIZED IN THE STUDY. FOCUSING ON THE PRACTICABILITY OF A MULTICOUNTY SERVICE AGENCY PROGRAM FOR IOWA, THE REPORT IS DIVIDED INTO SEVEN CHAPTERS: (1) THE HISTORICAL DEVELOPMENT AND CURRENT STATUS OF THE COUNTY UNIT OF SCHOOL ADMINISTRATION IN IOWA, (2) THE MAJOR NEEDS OF LOCAL SCHOOL DISTRICTS IN THE STATE CREATING THE NEED FOR A RESTRUCTURED EDUCATIONAL SERVICE AGENCY, (3) PROPOSED CRITERIA FOR THE ESTABLISHMENT OF MULTICOUNTY REGIONAL EDUCATIONAL SERVICE AGENCIES, (4) THE ROLE AND FUNCTION OF SUCH AGENCIES, (5) THEIR GOVERNANCE AND FINANCING, (6) MAJOR BENEFITS TO BE DERIVED FROM THE ESTABLISHMENT OF A NETWORK OF SUCH AGENCIES, AND (7) A PROPOSED STATE LEGISLATIVE ACTION PROGRAM. DOCUMENTS EA 001 332 THROUGH 001 336 REPORT THE FINDINGS OF A SINGLE STUDY FUNDED UNDER TITLE III OF ESEA. (JK)

ED026702 EA001334
THE MULTI-COUNTY REGIONAL EDUCATIONAL SERVICE AGENCY IN IOWA. PART I, SECTION 3 (CHAPTERS XIII-XIX), ORGANIZATIONAL AND OPERATIONAL GUIDELINES FOR A MODEL MULTI-COUNTY, REGIONAL EDUCATIONAL SERVICE AGENCY. FINAL REPORT. STEPHENS, E. ROBERT; AND OTHERS, SEP 67, 239P.

DEVELOPING THE THEMES PRESENTED IN SECTIONS I AND II, A MODEL IS PRESENTED FOR THE DEVELOPMENT OF A MULTICOUNTY REGIONAL EDUCATIONAL SERVICE AGENCY FOR A SELECTED AREA OF THE STATE, COMPRISING SEVEN EAST CENTRAL IOWA COUNTY SCHOOL SYSTEMS. CONSIDERED AS A GUIDE FOR PLANNING, THE MODEL IS DESCRIBED IN SEVEN CHAPTERS, INCLUDING AN INTRODUCTORY OVERVIEW

ED026704 EA001336
THE MULTI-COUNTY REGIONAL EDUCATIONAL SERVICE AGENCY IN IOWA. PART III, SUMMARY REPORT. STEPHENS, E. ROBERT; AND OTHERS, SEP 67, 45P.

MAJOR ASPECTS OF THE PROJECT ARE REVIEWED IN FOUR CHAPTERS.

ED026705 EA001574
RELATIONSHIP BETWEEN CERTAIN STAFF CHARACTERISTICS AND MEASURES OF HOLDING POWER AND EXPENDITURE. FEB 68, 7P.

THIS STUDY EXAMINES THE RELATIONSHIP OF 40 FACTORS OF ELEMENTARY (K-6) AND HIGH SCHOOL (10-12) STAFFS TO MEASURES OF SCHOOL SYSTEM HOLDING POWER AND TO NET CURRENT EXPENDITURE PER PUPIL. THE STAFF DATA WERE COLLECTED IN 1962 FROM A SAMPLE OF 68 DISTRICTS, AND THE HOLDING POWER DATA WERE COLLECTED LATER FROM THE SAME DISTRICTS. THE DATA ARE TREATED STATISTICALLY IN THREE STEPS: (1) THE PERCENTAGE OF STAFF FALLING IN EACH INDEX OF EVERY FACTOR IS DETERMINED FOR BOTH SETS OF DATA (K-6 AND 10-12), (2) THE PERCENTAGE FALLING IN EACH INDEX IS CORRELATED WITH HOLDING POWER AND EXPENDITURE, AND (3) THE INDICES ARE COMBINED, SO THAT EVERY POSSIBLE COMBINATION IS ADDED AND CORRELATED WITH HOLDING POWER AND EXPENDITURE. FIVE FACTORS SHOW A SIGNIFICANT AND LOGICAL RELATIONSHIP: ORIGIN OF STAFF, TRAVEL, LITERARY INTEREST, COLLEGE TRAINING, AND PROFESSIONAL INTEREST. THE FACTORS AGE, DISTANCE LIVED FROM WORK, INTENT TO REMAIN IN PRESENT POSITION, SEX, MARITAL STATUS, NUMBER OF SCHOOL AGE CHILDREN, CHILDREN IN PARENTAL FAMILY, RESIDENCE WHILE A COLLEGE STUDENT, AND LEVEL OF FATHER'S EDUCATION SHOW A SIGNIFICANT RELATIONSHIP BUT HAVE NO LOGICAL THEORETICAL EXPLANATION. THE RESULTS GENERALLY PARALLEL THOSE OF SIMILAR STUDIES. (HW)

ED026706 EA001689
COMMUNITY SUPPORT FOR THE PUBLIC SCHOOLS IN A LARGE METROPOLITAN AREA. FINAL REPORT. SMITH, RALPH V.; AND OTHERS, MAY 68, 255P.

AN EXTENSIVE SURVEY WAS CONDUCTED IN 1965 BY A TEAM OF WHITE AND NEGRO INTERVIEWERS IN AN APPLICATION OF ECOLOGICAL THEORY TO A STUDY OF THE SUPPORT RELATIONSHIP BETWEEN THE COMMUNITY AND ITS SCHOOL SYSTEM. FINDINGS ARE BASED UPON INTERVIEW DATA FROM A PROBABILITY SAMPLE OF 931 RESPONDENTS SELECTED FROM THE POPULATION OF PERSONS 21 YEARS OF AGE AND OLDER LIVING WITHIN THE DETROIT STANDARD METROPOLITAN STATISTICAL AREA. THE STUDY WAS CONDUCTED IN ALL 94 SCHOOL DISTRICTS IN THE DETROIT SMSA, INCLUDING THE DETROIT DISTRICT WITHIN THE CITY PROPER AND THE 93 DISTRICTS IN THE SUBURBAN AREAS ADJACENT TO THE CITY. THE AREA'S POPULATION IS DEFINED ECOLOGICALLY IN RELATION TO SIX CONCENTRIC ZONES, BASED ON A PATTERN OF PROGRESSIVE DECONCENTRATION RANGING FROM "INNER CITY" TO "OUTER SUBURBAN," WITH NEGROES CONCENTRATED IN THE INNER ZONES AND WHITES CONCENTRATED IN THE SUBURBAN ZONES. VARIABLES CORRELATED WITH SCHOOL SUPPORT INCLUDE ZONAL DISTRIBUTION BY RACE, EDUCATIONAL BACKGROUND, ANNUAL FAMILY INCOME, LENGTH OF RESIDENCE, NUMBER OF SCHOOL-AGE CHILDREN, AND MEMBERSHIP IN VOLUNTARY ASSOCIATIONS. ANALYSIS OF DATA CONFIRMS THE STUDY'S BASIC HYPOTHESIS THAT SUPPORT FOR PUBLIC SCHOOLS VARIES IN RELATIONSHIP TO THE DISTRIBUTION OF SOCIAL CHARACTERISTICS OVER URBAN SPACE. (JK)

ED026712 EA001918
THE PUBLIC IMAGE OF THE SCHOOL BOARD ROLE. 17 FEB 66, 14P.

TO ASSESS THE PUBLIC IMAGE OF THE SCHOOL BOARD ROLE, 1,794 RANDOMLY SELECTED CITIZENS IN 12 WISCONSIN SCHOOL DISTRICTS WERE INTERVIEWED CONCERNING THEIR PERCEPTIONS OF THE SCHOOL BOARD AND EXPECTATIONS FOR ITS OPERATION. QUESTIONS COVERED (1) THE RELATIVE IMPORTANCE OF THE SCHOOL BOARD ROLE, (2) MOTIVATION FOR SEEKING THE OFFICE, (3) EXPECTED QUALIFICATIONS FOR SCHOOL BOARD MEMBERS, (4) ACCOMPLISHMENTS AND SHORTCOMINGS OF THE BOARD, (5) OPERATING PROCEDURES OF THE BOARD, (6) SCHOOL BOARD RESPONSE TO PRESSURE GROUPS, (7) PUBLIC INVOLVEMENT IN SCHOOL POLICY MAKING, AND (8) FISCAL RESPONSIBILITY OF THE BOARD. RESULTS SHOW THAT THE PUBLIC'S IMAGE OF THE SCHOOL BOARD ROLE IS QUITE RESPECTABLE, WITH SCHOOL BOARDS BEING VIEWED AS IMPORTANT BODIES WHICH ARE FISCALLY RESPONSIBLE AND WHOSE MEMBERS ARE ALTRUISTICALLY MOTIVATED. IN GENERAL, BOARDS ARE FELT TO FUNCTION OPENLY AND TO BE RESISTANT TO EXTERNAL PRESSURES. CITIZENS WERE FOUND TO BE RATHER NAIVE IN SOME RESPECTS AND POORLY INFORMED IN OTHERS. EXPECTATIONS FOR SEVERAL ASPECTS OF THE SCHOOL BOARD ROLE EXHIBIT CONSIDERABLE VARIATION FROM ONE SCHOOL DISTRICT TO ANOTHER, POINTING OUT THE NEED FOR ADDITIONAL STUDY OF THE UNDERLYING SOCIAL, ECONOMIC, AND DEMOGRAPHIC VARIABLES WHICH INFLUENCE RESPONSE PATTERNS. (TT)

ED026717 EA001933
PREDICTING SCHOOL ENROLLMENTS. GREENAWALT, GEORGE J.; MITCHELL, DONALD P., 66, 47P.

THE ACCURACY OF THE PERCENTAGE OF SURVIVAL TECHNIQUE (P-S METHOD) FOR PREDICTING SCHOOL ENROLLMENT IS EXAMINED BY TESTING IT ON 242 TOWNS AND CITIES IN MASSACHUSETTS. AN ATTEMPT IS ALSO MADE TO IDENTIFY CERTAIN FACTORS ASSOCIATED WITH ACCURACIES AND INACCURACIES IN THE P-S METHOD. THREE GENERAL CONCLUSIONS ARE DRAWN: (1) THE P-S METHOD PRODUCES THE GREATEST ERROR IN FAST-GROWING COMMUNITIES THAT MOST NEED ACCURATE ENROLLMENT FORECASTS, (2) ENROLLMENT CHANGE IS A FAIRLY GOOD PREDICTOR OF FORECAST ACCURACY, AND (3) IN LARGER SCHOOL SYSTEMS A FORECAST THAT IS TECHNICALLY "ACCURATE" (WITHIN 10 PERCENT ERROR) MAY BE INACCURATE BY SEVERAL HUNDRED OR EVEN SEVERAL THOUSAND STUDENTS. FOUR GENERAL CLASSIFICATIONS OF FACTORS AFFECTING POPULATION AND THUS ENROLLMENT ARE (1) THE NUMBER OF DWELLINGS AVAILABLE IN THE COMMUNITY, (2) THE TYPE OF PEOPLE LIVING IN THOSE DWELLINGS, (3) THE DEMAND FOR DWELLINGS IN THE COMMUNITY, AND (4) FACTORS CONTROLLED BY PUBLIC AND NONPUBLIC SCHOOLS. A NUMBER OF SOURCES OF INFORM-

ATION CAN BE TAPPED BY THE SCHOOL ADMINISTRATOR TO ALLOW HIM TO MAKE BETTER ENROLLMENT FORECASTS. (HW)

ED026721 EA001956
THE EVALUATION OF EQUALITY OF EDUCATIONAL OPPORTUNITY. AUG 68, 41P.

AN AUTHOR OF THE 1966 USOE REPORT TITLED "EQUALITY OF EDUCATIONAL OPPORTUNITY" DISCUSSES SOME OF THE CRITICISMS LEVELED AGAINST THE STUDY. THE MOST SERIOUS CHARGE IS THAT THE STUDY ATTEMPTED TO DO TOO MUCH. BY ANALYZING RESOURCE INPUTS AND LEVELS OF ACHIEVEMENT AND BY TRYING TO ANALYZE THE EFFECTS OF VARIOUS INPUTS ON ACHIEVEMENT, THE STUDY FAILED TO DO WELL THE MINIMUM REQUIREMENT--A CAREFUL STUDY OF INPUTS THAT WOULD PROVIDE AN ADEQUATE MEASURE OF EDUCATIONAL EQUALITY. ON THE OTHER HAND, THE AUTHOR ARGUES THAT THE MAJOR VIRTUE OF THE STUDY IS THAT IT DID NOT ACCEPT THE DEFINITION OF EDUCATIONAL EQUALITY BASED ON INPUT LEVELS

ED026722 EA001957
EDUCATIONAL OPPORTUNITY, DEMOCRATIC THEORY, AND THE ECONOMICS OF EDUCATIONAL SUBSIDY. SEP 68, 11P.

SUBSIDIES TO EDUCATION ARE OFTEN JUSTIFIED BY ARGUING THAT SOCIETY DERIVES POLITICAL BENEFITS FROM EDUCATION IN TERMS OF INDIVIDUALS WHO PERFORM BETTER AS CITIZENS. SINCE THESE BENEFITS ARE EXTERNAL TO THE STUDENT AND THEREFORE DO NOT PROVIDE HIM WITH INCENTIVE TO INVEST FURTHER IN HIS EDUCATION, SOCIETY MUST DEVISE A MEANS OF SUBSIDY THAT WILL INDUCE STUDENTS TO CONTINUE THEIR EDUCATION AND THEREBY IMPROVE THE WORKINGS OF POLITICAL DEMOCRACY. MANY ARGUE THAT AN OPTIMAL SUBSIDY POLICY IS ONE WHICH STIMULATES THE STUDENT'S PRIVATE ECONOMIC MOTIVE FOR DEMANDING EDUCATION. BY OFFERING CHEAP TUITION OR PROVIDING LOANS AT SUBSIDIZED RATES OF INTEREST, THE CONSEQUENT COST REDUCTIONS LEAD TO A GREATER DEMAND FOR EDUCATION. HOWEVER, SUCH ACROSS-THE-BOARD COST REDUCTIONS STIMULATE INVESTMENT IN EDUCATION AMONG THE MORE ABLE STUDENTS AND LEAD TO GREATER INVESTMENT IN TRAINING FOR HIGHER PAID OCCUPATIONS, WHERE THE PRIVATE INCENTIVES ARE HIGHEST. THE LOGIC OF MAJORITY VOTING INDICATES THAT A MORE EFFICIENT METHOD BY WHICH TO GAIN CITIZENSHIP BENEFITS FROM EDUCATION MIGHT BE THROUGH A MORE EGALITARIAN SUBSIDY POLICY WHICH WOULD ALLOCATE LARGER SUBSIDIES TO LESS ABLE STUDENTS. MOREOVER, SOME SELECTIVITY IN THE AREAS OF STUDY TO BE SUPPORTED IS DESIRABLE, SINCE SOME COURSES MAY BE MORE EFFECTIVE THAN OTHERS IN IMPROVING CITIZENSHIP QUALITY. (TT)

ED026723 EA001958
A MODEL FOR SCHOOL BOARD OPERATION. HICKCOX, EDWARD S.; AND OTHERS, 1 SEP 68, 19P.

A SCHOOL BOARD MUST OPERATE IN SUCH A WAY THAT IT CAN COPE WITH THE INCREASINGLY LARGER SIZE, COMPLEX ORGANIZATION, AND SOPHISTICATED PROGRAMS OF SCHOOLS. THE RELATIONSHIPS AMONG THE COMMUNITY, BOARD, AND SCHOOL CAN BE VIEWED AS COMPONENT PARTS OF A SYSTEM. FORMAL AND INFORMAL LINES OF COMMUNICATION EXIST AMONG THESE PARTS--BETWEEN THE COMMUNITY AND THE BOARD IN THE FORM OF ELECTIONS, REPORTS, TAX LEVIES, AND THE LIKE

ED026726 EA001962
SURVEY OF PUBLIC EDUCATION IN THE MEMBER CITIES OF THE COUNCIL OF BIG CITY BOARDS OF EDUCATION. NOV 68, 33P.
HC NOT AVAILABLE FROM EDRS.

INFORMATION ABOUT SCHOOL OPERATIONS IN 50 CITIES WITH A CORE POPULATION OF OVER 300,000 IS PRESENTED IN AN ATTEMPT TO REVEAL SOMETHING ABOUT CHANGES TAKING PLACE. RELATING GENERALLY TO TRENDS IN POPULATION, ENROLLMENT, AND FINANCE AND TO BOARDS OF EDUCATION, 37 ITEMS OF DATA ARE PRESENTED FOR EACH CITY. THESE INCLUDE: NUMBER OF TEACHERS AND ADMINISTRATORS, AREAS OF SCHOOL DISTRICTS, INSTRUCTIONAL BUDGETS, FISCAL DEPENDENCE OR INDEPENDENCE, PERCENT OF STUDENTS IN NONPUBLIC SCHOOLS, NUMBER OF MEMBERS ON THE BOARD, METHOD OF CHOOSING THE BOARD, LENGTH OF TERM OF OFFICE OF BOARD MEMBERS, PAYMENT OF BOARD MEMBERS, NUMBER OF WOMEN ON BOARD, RACIAL COMPOSITION OF BOARD, AND NUMBER OF BOARD MEETINGS HELD. (HW)

ED026727 EA001963
APPROACHES TO PROGRAM ACCOUNTING FOR PUBLIC SCHOOLS. PRESENTATIONS AND DISCUSSIONS OF THE NATIONAL CONFERENCE ON PROGRAM ACCOUNTING FOR PUBLIC SCHOOLS (UNIVERSITY OF CALIFORNIA, LOS ANGELES, JULY 1968). SEP 68, 120P.

THIS VOLUME CONTAINS PAPERS PRESENTED AT THE NATIONAL CONFERENCE ON PROGRAM ACCOUNTING FOR PUBLIC SCHOOLS HELD AT THE UNIVERSITY OF CALIFORNIA AT LOS ANGELES, IN JULY 1968. THE PAPERS DESCRIBE SIX PUBLIC SCHOOL EXPENDITURE CLASSIFICATION SYSTEMS DESIGNED TO FACILITATE PROGRAM BUDGETING AND COST ANALYSIS. THE ACCOUNT CLASSIFICATION SYSTEMS ARE THOSE DEVELOPED BY (1) THE MIDWESTERN STATES EDUCATIONAL INFORMATION PROJECT, (2) PHILADELPHIA PUBLIC SCHOOLS, (3) ST. LOUIS PUBLIC SCHOOLS, (4) LOS ANGELES CITY SCHOOLS, (5) THE CALIFORNIA ASSOCIATION OF PUBLIC SCHOOL BUSINESS OFFICERS, AND (6) ERICK L. LINDMAN. IN A SUMMARY OF THE CONFERENCE DISCUSSION, 11 ISSUES IN THE AREA OF PROGRAM ACCOUNTING THAT WERE IDENTIFIED AND DISCUSSED AT THE CONFERENCE ARE REVIEWED. (HW)

ED026728 EA001964
NATIONAL CONFERENCE ON SCHOOL FINANCE (11TH, DALLAS, TEXAS, MARCH 31, APRIL 1, 2, 1968). INTERDEPENDENCE IN SCHOOL FINANCE: THE CITY, THE STATE, THE NATION. APR 68, 244P.
HC NOT AVAILABLE FROM EDRS.

THIS BOOK CONTAINS 28 PAPERS ON THE INTERDEPENDENCE OF SCHOOL FINANCE IN THE NATION, STATE, AND CITY. THE PAPERS DISCUSS THE SOCIAL, ECONOMIC, AND POLITICAL FORCES SHAPING INTERDEPENDENCE AND TOOLS SUCH AS PROGRAMMING-PLANNING-BUDGETING SYSTEMS (PPBS) WHICH ASSIST IN DEVELOPING EDUCATIONAL PROGRAMS WITHIN THESE DEMANDS. TOPICS OF THE PAPERS INCLUDE TRENDS AND ISSUES IN SCHOOL FINANCE

ED026729 EA001965
DIGEST OF EDUCATIONAL STATISTICS, 1968 EDITION. SIMON, KENNETH A.; GRANT, W. VANCE, NOV 68, 147P.
HC NOT AVAILABLE FROM EDRS.

THIS DIGEST PROVIDES STATISTICAL INFORMATION COVERING THE ENTIRE FIELD OF AMERICAN EDUCATION FROM KINDERGARTEN THROUGH THE GRADUATE SCHOOL. IT UTILIZES MATERIALS FROM NUMEROUS SOURCES, INCLUDING STATISTICAL SURVEYS AND ESTIMATES OF USOE AND OTHER APPROPRIATE AGENCIES, BOTH GOVERNMENTAL AND NONGOVERNMENTAL. INFORMATION IS PRESENTED ON A WIDE VARIETY OF SUBJECTS, INCLUDING THE NUMBER OF SCHOOLS AND COLLEGES, ENROLLMENTS, TEACHERS, GRADUATES, EDUCATIONAL ATTAINMENT, FINANCES, FEDERAL FUNDS FOR EDUCATION, LIBRARIES, INTERNATIONAL EDUCATION, AND RESEARCH AND DEVELOPMENT. THE INFORMATION IS ORGANIZED INTO FIVE SECTIONS: (1) ALL LEVELS OF EDUCATION, (2) ELEMENTARY AND SECONDARY EDUCATION, (3) HIGHER EDUCATION, (4) FEDERAL PROGRAMS OF EDUCATION, AND (5) MISCELLANEOUS STATISTICS RELATED TO AMERICAN EDUCATION. IMPROVEMENTS AND ADDITIONS OVER PREVIOUS VOLUMES IN THIS SERIES INCLUDE A STATEMENT OF THE DEVELOPMENT OF FEDERAL PROGRAMS, EXPANDED COVERAGE OF LIBRARY STATISTICS, SUMMARY DATA ON THE CHARACTERISTICS OF GRADUATE STUDENTS, INFORMATION ON THE RANGE OF TEACHER SALARIES AS DISTINGUISHED FROM AVERAGE SALARIES, AND DATA ON DOCTORS DEGREES CONFERRED BY INSTITUTIONS OF HIGHER EDUCATION. (DMG/TT)

ED026731 EA001967
SCHOOL FINANCE CAMPAIGN HANDBOOK FOR EDUCATION ASSOCIATIONS. 69, 61P.
HC NOT AVAILABLE FROM EDRS.

LOCAL TEACHER ASSOCIATIONS ARE URGED TO SHARE THIS HANDBOOK WITH SCHOOL ADMINISTRATORS AND CITIZENS AS THE FIRST STEP IN A COOPERATIVE EFFORT IN SCHOOL FINANCE CAMPAIGNS. ADVICE IS GIVEN TO ADMINISTRATORS, TEACHERS, AND CITIZENS ON PLANNING THE CAMPAIGN, THE ROLE OF TEACHERS AND EDUCATION ASSOCIATIONS, DEVELOPING STRATEGY, IDENTIFYING THE VOTERS, DEVELOPING A THEME AND MESSAGE, FINANCING THE CAMPAIGN, DEVELOPING A CAMPAIGN TIMETABLE, CHOOSING COMMUNICATION CHANNELS, GRASSROOTS WORK, CAMPAIGN ORGANIZATION AND STAFFING, BASIC TOOLS, CHARACTERISTICS OF THE OPPOSITION, AND POSTCAMPAIGN PROCEDURES. SAMPLE MATERIALS FOR USE IN SCHOOL TAX ELECTION CAMPAIGNS ARE APPENDED

ED026736 EA001981
MORE SCHOOLS OR BETTER SCHOOLS? 66, 20P.
DOCUMENT NOT AVAILABLE FROM EDRS.

LINEAR PROGRAMMING MODELS ARE USED IN AN ATTEMPT TO ANSWER THE QUESTION OF WHETHER MORE OR BETTER SCHOOLS SHOULD BE DEVELOPED. THE CRITERION FUNCTION IS THE MAXIMIZATION OF THE PRODUCT OF EDUCATION, MEASURED EITHER IN INCOME OR SCHOOL YEARS. THE MODEL IS VARIED THROUGHOUT THE PAPER BY CONFRONTING THE CRITERION FUNCTION WITH A VARIETY OF CONSTRAINTS, INCLUDING LIMITED RESOURCES, DISTRIBUTION OF EXPENDITURES ON GRADUATES AND NONGRADUATES, INCOME RECEIVED AS A RESULT OF DIFFERENT LEVELS OF EDUCATION, INTERDEPENDENCE OF THE DIFFERENT LEVELS OF THE EDUCATIONAL SYSTEM, REGIONAL DIFFERENCES, AND PERSONAL ABILITIES OF STUDENTS. (HW)

ED026743 EA002032
SYSTEMS PLANNING IN PUBLIC EDUCATION. 68, 32P.
DOCUMENT NOT AVAILABLE FROM EDRS.

THIS STUDY, BASED PRIMARILY ON THE EXPERIENCE OF SEATTLE, WASHINGTON, DEALS WITH THE APPLICATION OF THE SYSTEMS APPROACH TO EDUCATIONAL PLANNING. SECTION 1 DEFINES AND DESCRIBES THE CONCEPT OF A SYSTEM AND THE SYSTEMS APPROACH, AND GIVES A GENERAL INTRODUCTION TO THE USE OF SYSTEMS ANALYSIS. SECTION 2 DESCRIBES THE DEVELOPMENT AND USE OF THE SYSTEMS APPROACH BY THE SEATTLE SCHOOL DISTRICT, WITH PARTICULAR ATTENTION GIVEN TO THE PROCESS OF PLANNING FOR ITS USE. IN THE THIRD SECTION, PLANNING THEORY AND THE ADMINISTRATOR'S ROLE RECEIVE ATTENTION

ED026744 EA002033
AN ANNOTATED BIBLIOGRAPHY OF BENEFITS AND COSTS IN THE PUBLIC SECTOR. NOV 68, 254P.

APPROXIMATELY 2,700 BOOKS, PAMPHLETS, AND ARTICLES FROM ALL OVER THE WORLD PUBLISHED BEFORE OCTOBER 1967, ARE LISTED IN THIS ANNOTATED BIBLIOGRAPHY ON PUBLIC EXPENDITURE DECISION MAKING. EMPHASIS IS ON THE ECONOMIC CRITERIA OF DECISION MAKING DERIVED THROUGH USE OF SYSTEMATIC AND ANALYTICAL METHODS. ENTRIES ARE ORGANIZED INTO 33 GENERAL CATEGORIES, INCLUDING EDUCATION, GOVERNMENT, MILITARY, FOREIGN AID, NATIONAL EDUCATION PLANS, RESOURCES, WELFARE, INDUSTRY, SYSTEMS ANALYSIS, PLANNING, HEALTH, URBAN RENEWAL, AND TRANSPORTATION. AMONG THE ANALYTICAL TECHNIQUES COVERED ARE COST-BENEFIT ANALYSIS, COST-EFFECTIVENESS, PLANNING-PROGRAMMING-BUDGETING SYSTEMS (PPBS), AND OPERATIONS RESEARCH. AN AUTHOR INDEX IN ONE ALPHABETIC LISTING FOLLOWS THE BIBLIOGRAPHY. (TT)

ED026746 EA002089
ARRANGEMENTS AND TRAINING FOR EFFECTIVE USE OF EDUCATIONAL R & D INFORMATION: A LITERATURE SURVEY. FEB 69, 113P.

THIS SURVEILLANCE REPORT IS AN UPDATE OF THE LABORATORY'S DECEMBER 1967, REPORT. IT PRESENTS THE CURRENT STATUS OF (1) ORGANIZATIONAL ARRANGEMENTS TO FACILITATE THE USE OF RESEARCH AND DEVELOPMENT INFORMATION WITHIN THE PUBLIC SCHOOL SETTING AND (2) PERSONNEL TRAINING PROGRAMS FOR INCREASING THE USE OF RESEARCH AND DEVELOPMENT INFORMATION BY SCHOOL PERSONNEL. NEW ARRANGEMENTS AND PROGRAMS ARE ALSO INCLUDED. THE INFORMATION IS PRESENTED IN TABULAR FORM. THE ORGANIZATIONAL ARRANGEMENTS ARE DISTINGUISHED AS BEING EITHER LOCAL SCHOOL DISTRICT, AN INTRASTATE CONSORTIA OF DISTRICTS, STATE-LEVEL, OR INTERSTATE. THE INFORMATION ON THE ARRANGEMENTS INCLUDES TYPE OF ARRANGEMENT, OBJECTIVES, STATUS, SPONSOR, MEMBERSHIP AND ORGANIZATION, COST ESTIMATE, OPERATING PROCEDURES, TRAINING, EVALUATION, AND PUBLICATIONS. THE PERSONNEL TRAINING PROGRAMS ARE DESIGNATED AS SHORT TERM TRAINING INSTITUTES AND INSERVICE PROGRAMS, AND GRADUATE TRAINING PROGRAMS. THE INFORMATION ON THESE PROGRAMS INCLUDES OBJECTIVES, STATUS, SPONSOR, LOCATION, LENGTH, PARTICIPANTS, PROGRAM COST, TOPICS COVERED, INSTRUCTIONAL PROCEDURES, AND EVALUATION. A 125-ITEM BIBLIOGRAPHY IS INCLUDED. (HW)

ED026753 EC001741
RESEARCH SUMMARY ON GIFTED CHILD EDUCATION. 66, 169P.

RESEARCH IS SUMMARIZED AND ANALYZED IN THIS REVISION OF THE AUTHOR'S 1960 "ANALYSIS OF RESEARCH ON THE EDUCATION OF GIFTED CHILDREN," WHICH WAS USED AS A GUIDE IN THE CONSTRUCTION AND IMPLEMENTATION OF THE ILLINOIS PLAN FOR PROGRAM DEVELOPMENT FOR GIFTED CHILDREN. INFORMATION IS PROVIDED ON IDENTIFICATION AND DEFINITION AND ON CHARACTERISTICS OF GIFTED CHILDREN. ALSO DISCUSSED ARE THE HIGHLY CREATIVE CHILD AND THE UNDERACHIEVING GIFTED CHILD (ATTENTION IS GIVEN TO TALENT FROM CULTURALLY DIFFERENT GROUPS). CONSIDERATION OF INTERVENTION INCLUDES RESEARCH DESIGN AND STRESSES THREE AREAS OF INTERVENTION: THE ADMINISTRATIVE, INSTRUCTIONAL, AND ADJUNCTIVE. NEEDED PERSONNEL AND RESEARCH DEVELOPMENT PROGRAMS IN ILLINOIS ARE TREATED. ADDITIONAL RESEARCH IS CITED. THE BIBLIOGRAPHY CONTAINS OVER 200 ITEMS, DATED FROM APPROXIMATELY 1925 THROUGH 1966, AND THE REFERENCE LIST ANNOTATES 32 ITEMS. (JP)

ED026778 EC003383
FEDERAL INVOLVEMENT IN THE EDUCATION OF EXCEPTIONAL CHILDREN: A REVIEW OF LEGISLATION. HORN, CHARLES J., JR.; BOWERS, NORMAN E., NOV 68, 36P.

INTENDED AS A REFERENCE TO STATUTES WHICH PROVIDE FEDERAL AID, FEDERAL LAWS FROM 1949 TO 1968 HAVING PROVISIONS FOR EDUCATION OF THE HANDICAPPED ARE LISTED AND DESCRIBED. A TOTAL OF 62 PIECES OF BASIC LEGISLATION AND 12 EXTENSIONS AND AUTHORIZATIONS. THE LEGISLATION IS IN THE AREAS OF RESEARCH, TRAINING, DEMONSTRATION, AND CONSTRUCTION, AND CHARACTERIZED AS DIRECT OR INDIRECT AID. APPROPRIATIONS LAWS, PUBLIC LAW AUTHORIZATIONS, AND SELECTED APPROPRIATIONS ARE LISTED

ED026789 EC003487
FINANCIAL ASSISTANCE PROGRAMS FOR THE HANDICAPPED. 68, 94P.
HC NOT AVAILABLE FROM EDRS.
FEDERAL PROGRAMS FOR THE HANDICAPPED ARE LISTED BY AGENCY AND ACTIVITY. INFORMATION CONCERNING THE NATURE AND PURPOSE OF PROGRAMS, ELIGIBILITY FOR AND METHODS OF APPLICATION, PRINTED INFORMATION AVAILABLE, AND AUTHORIZING LEGISLATION IS PRESENTED FOR 68 PROGRAMS IN THESE FIELDS: BASIC AND SUPPORTIVE SERVICES, RESEARCH AND DEMONSTRATION, CONSTRUCTION, TRAINING, INCOME MAINTENANCE, AND OTHER PROGRAMS. THE 10 REGIONAL OFFICES OF THE DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE ARE LISTED ALONG WITH THEIR ADDRESSES, TELEPHONE NUMBERS, AND STATES SERVED. (RP)

ED026801 EF000009
SCHOOLS FOR AMERICA. 67,
DOCUMENT NOT AVAILABLE FROM EDRS.
A BROAD SURVEY OF CURRENT EDUCATIONAL CONCEPTS AND THEIR RELATED PHYSICAL NEEDS IS REPRESENTED. PROJECTED PROGRAMS OF IMPLEMENTATION ARE RELATED TO NEW INSTRUCTIONAL PROCEDURES, WHILE DIVERSE EDUCATIONAL SITUATIONS ARE PRESENTED WITH POSSIBLE PHYSICAL SOLUTIONS. SUCH FACTORS AS AESTHETICS, FINANCE, AND FEDERAL LEGISLATIVE PROGRAMS ARE PRESENTED IN AN EDUCATION CONTEXT, WHILE SUCH SITUATIONS AS THE COMMUNITY JUNIOR COLLEGE AND VOCATIONAL-TECHNICAL SCHOOLS ARE EXPLORED IN TERMS OF DESIGN SOLUTIONS. THE EXAMINATION OF THE VARIOUS CONCEPTS, METHODS, AND SOLUTIONS IS CLARIFIED THROUGH THE USE OF NUMEROUS PHOTOGRAPHS, SKETCHES, AND DIAGRAMS. (MH)

ED026816 EF002198
EDUCATIONAL PARK, A CASE STUDY BASED ON PLANNING AND DESIGN FOR ANNISTON, ALABAMA. JUL 68, 45P.
DOCUMENT NOT AVAILABLE FROM EDRS.
A CONCENTRATED STUDY UNDERTAKEN BY CAUDILL, ROWLETT & SCOTT, AND THIS REPORT DOCUMENTS THE FINDINGS AND RECOMMENDS MASTER PLANNING GUIDELINES FOR AN EDUCATIONAL PARK IN ANNISTON, ALABAMA. THE PARK WILL ENCOMPASS THE SPECTRUM OF EDUCATION FROM EARLY SCHOOL TO TWO YEARS OF COLLEGE. THE PROPOSED EDUCATIONAL PARK WILL PROFIT BY THE EXPERIENCE OF ITS PREDECESSORS AND APPROACH THE IDEAL EDUCATIONAL PARK. IT SHOULD ACHIEVE ECONOMIES THROUGH IMPROVED SCHEDULING AND SHARED FACILITIES, AND THUS PROVIDE MORE SPECIALIZED INSTRUCTIONAL FACILITIES. IT SHOULD BE A COMMUNITY CENTER FOR PEOPLE OF ALL AGES AND BE A SYMBOL FOR THE IMPORTANCE OF EDUCATION IN THE COMMUNITY. FINALLY, IT SHOULD GENERATE A MIX OF PEOPLE OF ALL AGES WHICH, COUPLED WITH A STRONG PLANNING CONCEPT AND THE ABILITY OF THE INDIVIDUAL TO PROCEED AT HIS OWN PACE, WOULD INSURE THE INDIVIDUAL'S EXPOSURE TO THE FLOW OF IDEAS AND METHODS AROUND HIM. SITE PLAN DESCRIPTION, SCHEMATICS OF THE VARIOUS PHASES OF THE SAMPLE SOLUTION, PHOTOGRAPHS OF THE SCALE MODEL, FLOOR PLANS, AND PERSPECTIVE DRAWINGS ARE INCLUDED. (RK)

ED026821 EF002367
EDUCATIONAL FACILITIES IN URBAN SETTINGS. 67, 66P. SELECTED PRESENTATIONS FROM THE 44TH ANNUAL MEETING, 1967, OF THE COUNCIL OF EDUCATIONAL FACILITY PLANNERS
DOCUMENT NOT AVAILABLE FROM EDRS.
MAJOR ADDRESSES CONCERNING EDUCATIONAL FACILITIES IN URBAN SETTINGS, WHICH WERE PRESENTED AT THE 1967 MEETING OF THE COUNCIL OF EDUCATIONAL FACILITY PLANNERS. THE PRESENTATIONS SET FORTH MUCH OF THE CONTEMPORARY THINKING AND PLANNING AS TO HOW EDUCATIONAL FACILITIES CAN BE DEVELOPED TO HELP RESOLVE THE VASTLY COMPLICATED NEGATIVE SITUATION CURRENTLY CHARACTERIZING URBAN ENVIRONMENTS. (FS)

ED026827 EF002560
THE SCHOOL CUSTODIAN AND OPERATION OF THE SCHOOL PLANT. 63, 83P.

GUIDELINES FOR SCHOOL MAINTENANCE TECHNIQUES AND OPERATIONAL PROCEDURES IN WHICH CONSIDERATION IS GIVEN TO THE FOLLOWING ASPECTS OF SCHOOL MAINTENANCE AND OPERATION--(1) IMPORTANCE AND RESPONSIBILITIES OF THE SCHOOL CUSTODIAN, (2) CUSTODIAL PERSONNEL POLICIES, (3) HOUSEKEEPING DUTIES IN THE SCHOOL PLANT, (4) CLEANING RESTROOMS IN THE SCHOOL PLANT, AND (5) OPERATION AND CARE OF MECHANICAL EQUIPMENT IN THE SCHOOL PLANT. AN EXTENSIVE BIBLIOGRAPHY OF BOOKS, PERIODICALS AND BULLETINS CONCERNED WITH SCHOOL MAINTENANCE IS INCLUDED. (FS)

ED026838 EF002754
CARPET IN ANDREWS HIGH SCHOOL. A REPORT BY THE CARPET EVALUATION TEAM. WALLACE, MORRIS S.; AND OTHERS, [67], 167P.
DOCUMENT NOT AVAILABLE FROM EDRS.
IN THE SPRING OF 1965, THE BOARD OF TRUSTEES OF ANDREWS INDEPENDENT SCHOOL DISTRICT ENTERED INTO A CONTRACT WITH THE CARPET EVALUATION TEAM TO ANALYZE AND EVALUATE THE USE OF CARPETING IN THE ANDREWS PUBLIC SCHOOLS, WITH EMPHASIS ON THE SENIOR HIGH SCHOOL. THE TWO $5,000 GRANTS SERVED AS THE BASIS FOR PAYING FOR THE EXPENSES AND PROFESSIONAL SERVICES OF THE EVALUATION TEAM AND PUBLICATION OF ITS REPORT. THE REPORT IS A SERIES OF RESEARCH INVESTIGATIONS ATTEMPTING TO SHED LIGHT UPON THE EDUCATIONAL OUTCOMES AND COST OF CARPETING IN THE ANDREWS INDEPENDENT SCHOOL DISTRICT. A MAJOR AREA WAS ASSIGNED TO AN INTERESTED AND QUALIFIED PROFESSIONAL PERSON OR PERSONS WHO DESIGNED THE INVESTIGATION AND GATHERED AND INTERPRETED THE DATA FOR THE AREA OF ASSIGNMENT. AREAS COVERED INCLUDE--(1) EVALUATING THE CLASSROOM SETTING, (2) THE EFFECTS OF CARPETING UPON TEACHING AND LEARNING, (3) CARPET UTILIZATION IN ANDREWS, TEXAS, SENIOR HIGH SCHOOL, WITH RESPECT TO MEASURED ACHIEVEMENT AND CAPACITY OF STUDENTS, (4) CARPETING AND THE LEARNING ENVIRONMENT, (5) CARPETING IN THE SCHOOL LIBRARY, (6) A BACTERIAL EVALUATION OF CARPET VERSUS RESILIENT FLOORING, (7) A STUDY OF FLOORING COSTS, ANDREWS HIGH SCHOOL, AND (8) CARPET IN SCHOOLS--A BRIEF REVIEW OF THE LITERATURE. (RK)

ED026848 EM000325
REPORT OF A SEMINAR ON THE NAEB. (UNIVERSITY OF WISCONSIN, JULY 16-19, 1961). MCKENZIE, BETTY; AND OTHERS, [61], 114P.

THE LAST OF A SERIES OF SEMINARS CONDUCTED BY THE NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS (NAEB) WAS PLANNED TO AFFORD A PENETRATING LOOK AT THE OVERALL POSITION OF THE ASSOCIATION. THE SEMINAR FOCUSED ON THE POSITION OF THE NAEB IN THE FIELD OF EDUCATION, AS WELL AS IN RELATION TO ITS OWN CONSTITUENCY, AND ATTEMPTED TO EVALUATE THE NAEB'S PAST EFFORTS AND FUTURE GOALS. THE KEYNOTE ADDRESS OFFERED CHALLENGES TO THE NAEB TO ACCEPT ITS RESPONSIBILITY IN DEALING WITH THE PROBLEMS OF OUR TIME, TO DEVELOP A PROFESSION FOR EDUCATIONAL ELECTRONICS, AND TO FUNCTION IN THE TECHNICAL, PRODUCTION, LEGAL, AND ADMINISTRATIVE AREAS FOR THE EFFECTIVE USE OF EDUCATIONAL MEDIA. TWELVE MAJOR TYPES OF ACTIVITY WERE DISCUSSED IN GROUP SESSIONS, AND FINAL REPORTS WERE MADE ON EACH AREA. THESE REPORTS, COVERING: PROGRAMS, PROFESSIONAL ADVANCEMENT, TEACHER AND EDUCATIONAL DEVELOPMENT, MEMBER SERVICES, RESEARCH ACTIVITIES, TECHNICAL SERVICES, PUBLIC RELATIONS, PROMOTIONAL DEVELOPMENT, POLICY DIRECTION, FINANCIAL SUPPORT, LIAISON WITH GOVERNMENT, AND INTERNATIONAL RELATIONS, ARE INTENDED AS GUIDELINES FOR THE ADMINISTRATION OF THE NAEB, AS WELL AS FOR EDUCATORS INTERESTED IN THE APPLICATION OF EDUCATIONAL MEDIA. THE SEMINAR REPORT CONTAINS THE ADDRESS, PORTIONS OF THE DISCUSSIONS, AND THE FINAL REPORTS ON THE 12 ACTIVITY AREAS. (MT)

ED026849 EM006685
INVENTORY SYSTEMS LABORATORY. FINAL REPORT. JAN 68, 136P.

FOUR COMPUTER PROGRAMS TO AID STUDENTS IN UNDERSTANDING INVENTORY SYSTEMS, CONSTRUCTING MATHEMATICAL INVENTORY MODELS, AND DEVELOPING OPTIMAL DECISION RULES ARE PRESENTED. THE PROGRAM SERIES ALLOWS A USER TO SET INPUT LEVELS, SIMULATES THE BEHAVIOR OF MAJOR VARIABLES IN INVENTORY SYSTEMS, AND PROVIDES PERFORMANCE MEASURES AS OUTPUT. INVENTORY SYSTEMS LAB (ISL)1 DEALS WITH CARRYING, SHORTAGE, AND REPLENISHMENT COSTS. THE USER SELECTS THREE PARAMETERS: UNIT COSTS, INTERIM DEMAND, AND PLANNING HORIZON. HE THEN MUST DECIDE WHEN AND IN WHAT QUANTITIES REPLENISHMENTS ARE TO BE MADE. THE PROGRAM ENABLES HIM TO OBSERVE EFFECTS OF CHANGING PARAMETERS AND/OR REPLENISHMENTS ON OVERALL COSTS. ISL-2 AND 3 INTRODUCE THE USER TO FACTOR OPTIMIZATION. FOR ANY REORDER POINT AND LOT SIZE SET, INTERIM SYSTEM BEHAVIOR AND AVERAGE COSTS ARE AVAILABLE. THE USER MAY THEN BUILD A MODEL FOR LONG-RUN SYSTEM BEHAVIOR, FORMULATE OPTIMIZATION DECISION RULES, AND HAVE THE PROGRAM TEST HIS RESULTS. IN ISL-4 A USER FACES A SYSTEM WITH A VARIETY OF PROPERTIES AND POLICIES INCLUDING LOST SALES, PRESCRIBED VARIABLE DEMAND, AND FIXED INVENTORY POLICIES FOR WHICH HE CARRIES OUT MODEL BUILDING AND OPTIMIZATION EXERCISES. THE PROGRAM SERIES IS CONSIDERED FLEXIBLE AND EFFECTIVE AS A HEURISTIC AID. FORTRAN IV LISTINGS ARE INCLUDED. (SS)

ED026858 EM007033
AN EVALUATION OF SAN DIEGO AREA INSTRUCTIONAL TELEVISION AUTHORITY EDUCATIONAL PROGRAM ACTIVITIES STEGEMAN, WILLIAM J.; AND OTHERS, JUL 68, 185P.

AN EXAMPLE OF EVALUATION UNDER THE REQUIREMENTS OF AN ESEA TITLE III "PACE" PROJECT, THIS REPORT ENCOMPASSES THE INSTRUCTIONAL TELEVISION DEVELOPMENT AND BROADCAST ACTIVITIES OF THE SAN DIEGO AREA INSTRUCTIONAL TELEVISION AUTHORITY (ITVA). QUALITATIVE DATA BASED ON A SERIES OF TEACHER INTERVIEW-QUESTIONNAIRE SURVEYS IN TEN ITVA COUNTY SCHOOL DISTRICTS, AND QUANTITATIVE DATA BASED ON A "NIELSON" TYPE SURVEY OF PROGRAM OFFERINGS (RANGE AND FREQUENCY OF CLASSROOM USAGE, GRADE-LEVEL DESIGNATION) ARE PRESENTED IN TABULAR FORMAT. INDEPENDENT SURVEYS FROM THE SCHOOL DISTRICTS AND A REPORT ON CONSUMER INNOVATIONS ILLUSTRATE THE RECIPROCITY BETWEEN PRODUCERS AND USERS OF INSTRUCTIONAL TELEVISION. THE REPORT OUTLINES THE BUDGETARY, STAFF, PRODUCTION, AND EQUIPMENT PROBLEMS OF THE PROJECT AND PROVIDES INFORMATION ON ITVA ORGANIZATION, PLANNING, HARDWARE, AND SOFTWARE IN THE APPENDICES. (TI)

ED026867 EM007092
A PROTOTYPE SYSTEM FOR A COMPUTER-BASED STATEWIDE FILM LIBRARY NETWORK: A MODEL FOR OPERATION. FINAL REPORT. BIDWELL, CHARLES M.; AURICCHIO, DOMINICK, SEP 68, 38P.

THE PROJECT SET OUT TO ESTABLISH AN OPERATIONAL FILM SCHEDULING NETWORK TO IMPROVE SERVICE TO NEW YORK STATE TEACHERS USING 16MM EDUCATIONAL FILMS. THE NETWORK IS DESIGNED TO SERVE LOCAL LIBRARIES LOCATED IN BOARDS OF COOPERATIVE EDUCATIONAL SERVICES (BOCES), REGIONAL LIBRARIES, AND A STATEWIDE SYRACUSE UNIVERSITY FILM RENTAL LIBRARY (SUFRL). THE SYSTEM PROPOSES TO REFER FILMS WHICH ARE UNAVAILABLE FOR SCHEDULING IN LOCAL LIBRARIES TO A CENTRAL BACK-UP LIBRARY AND TO REVISE COMPUTER PROGRAMS TO MEET THE SPECIFIC NEEDS OF MEMBER LIBRARIES. IN DEVELOPING AN OPERATIONAL MODEL, THE PROJECT COLLECTS DATA ON THE OPERATION AND INVENTORY ACTIVITIES OF BOCES AND OTHER NEW YORK FILM LIBRARIES AND DEVELOPS STANDARD CODING SYSTEMS FOR FILM IDENTIFICATION AND USER IDENTIFICATION WITHIN THE NETWORK. A COMPUTERIZED MATERIALS NETWORK IS WORKABLE AND WILL SOON BECOME A NECESSITY, BUT WILL NOT REDUCE OPERATING COSTS. THE FORMATION OF A RESEARCH TEAM TO STUDY REPORTS, STANDARDIZATION OF CODES FOR MEMBER LIBRARIES WITHIN ANY COMPUTERIZED SYSTEM, AND THE ADOPTION OF A MANAGEMENT INFORMATION SYSTEM ARE RECOMMENDED. (TI)

ED026869 EM007094
A PROTOTYPE SYSTEM FOR A COMPUTER-BASED STATEWIDE FILM LIBRARY NETWORK: A MODEL FOR OPERATION. NUMBER 3, STATEWIDE FILM LIBRARY NETWORK: SYSTEM WRITE-UP. OCT 68, 39P.

AN OVERVIEW OF MATERIALS SCHEDULING, THIS WRITE-UP OUTLINES SYSTEM COMPONENTS, STANDARDIZATION, COSTS, LIMITATIONS, AND EXPANSION CAPABILITIES OF THE NEW YORK STATEWIDE FILM LIBRARY NETWORK.

ED026913 FL001150
THE FOREIGN LANGUAGE PROGRAM IN HACKENSACK PUBLIC SCHOOLS. 67, 2P.

ATTENTION IS FOCUSED ON THE 10-YEAR (GRADES 3-12) SPANISH SEQUENCE IN THE HACKENSACK SCHOOLS. PROGRAM EXPENSES, STUDENT TEST SCORES, AND A SUBJECTIVE EVALUATION OF THE PROJECT'S EFFECTIVENESS ARE INCLUDED. ALSO DISCUSSED ARE ENROLLMENT TRENDS, STUDENTS WHO DISCONTINUE STUDYING SPANISH, THE TRANSFERENCE VALUE OF LANGUAGE SKILLS, AND THE REASONS FOR SELECTING SPANISH AS THE SEQUENCE LANGUAGE. (AF)

ED026961 HE000528
RESPONSIBILITY AND ACADEMIC FREEDOM. 9 JUN 68, 12P.

NEGATIVE ATTITUDES CONCERNING UNIVERSITY INVOLVEMENT IN ACTIVITIES CONSIDERED AS CONTROVERSIAL ARE HAMPERING THE EFFECTIVENESS OF AND ENDANGERING THE UNIVERSITY'S ADMINISTRATION OF ITS INTERNAL AFFAIRS. GOVERNORS, STATE LEGISLATORS, LOCAL POLITICIANS, ALUMNI, AND PARENTS FORM SOME OF THE GROUPS THAT PROVIDE FINANCIAL SUPPORT, OFTEN INFLUENCE UNIVERSITY DECISIONS, AND SOMETIMES THREATEN TO WITHDRAW SUPPORT WHEN AN INSTITUTION ATTEMPTS TO MOVE AWAY FROM THE TRADITIONAL. ALTHOUGH THERE IS AN EFFECTIVE WORKING RELATIONSHIP BETWEEN THE FEDERAL GOVERNMENT AND THE ACADEMIC COMMUNITY, FEDERALLY-FUNDED UNIVERSITY RESEARCH THAT DOES NOT BLEND IN WITH INSTITUTIONAL GOALS, AND FEDERAL APPROACHES TO CAMPUS DISORDERS THAT DIFFER FROM THOSE OF THE UNIVERSITY ALSO REPRESENT INTRUSIONS INTO UNIVERSITY FREEDOM. AS COMPONENTS OF GROUPS WHO INFLUENCE THE DIRECTION OF HIGHER LEARNING, ALUMNI SHOULD PROTECT AND DEFEND THE RIGHT OF THEIR UNIVERSITIES TO QUESTIONS, ANALYZE, AND MAKE CONSTRUCTIVE JUDGMENTS ON INTERNAL MATTERS. FACULTY AND STUDENTS SHOULD BE FREE TO INVESTIGATE AND DISCUSS PERTINENT ISSUES, AND FACULTY SHOULD MAINTAIN THE RIGHT TO TEACH AND CONDUCT RESEARCH ON WHAT THEY CONSIDER TO BE IMPORTANT. CONTINUED INFRINGEMENTS UPON UNIVERSITY FUNCTIONS WOULD EVENTUALLY SUFFOCATE ACADEMIC FREEDOM AND DEPRIVE THE UNIVERSITY OF ITS BASIC RESPONSIBILITY OF TRAINING TOMORROW'S LEADERS AND CONTRIBUTING TO THE FUTURE OF HIGHER EDUCATION AND SOCIETY. (WM)

ED026982 JC680419
IOWA'S DEVELOPING PATTERN FOR AREA SCHOOLS DEC 68, 111P.

THIS REPORT IS A HISTORY OF IOWA'S POST-SECONDARY EDUCATION, OUTLINING VARIOUS STUDIES, LEGISLATION, AND POSSIBLE RESTRUCTURING OF PROVISIONS OF THE EXISTING IOWA CODE THAT MIGHT LEAD TO A COMBINATION OF 2-YEAR JUNIOR COLLEGE EDUCATION AND AREA VOCATIONAL EDUCATION INTO A SINGLE COMPREHENSIVE INSTITUTION. THE FINAL PATTERN, HOWEVER, WAS THE ESTABLISHMENT OF A SYSTEM OF AREA COMMUNITY COLLEGES AND AREA VOCATIONAL COLLEGES. PARTICULARS OF THEIR ORGANIZATION, GOVERNANCE, AND FUNDING ARE GIVEN. BY JULY 1966, ALL 99 COUNTIES HAD WORKED ON A STUDY OR PLAN FOR DEVELOPING A VOCATIONAL OR COMMUNITY COLLEGE. OF THE 13 RESULTING AREA SCHOOLS, FOUR BECAME AREA VOCATIONAL SCHOOLS AND NINE, AREA COMMUNITY COLLEGES. THE 13 AREAS TOOK IN 83 COUNTIES. WORK HAD ALSO BEGUN ON INCORPORATING THE EXISTING 16 PUBLIC COMMUNITY JUNIOR COLLEGES INTO AN ORGANIZED AREA SCHOOL ADMINISTRATION. CURRENTLY THERE ARE 11 AREA COMMUNITY COLLEGES AND FOUR VOCATIONAL SCHOOLS. AT DATE OF WRITING, SEVEN COUNTIES WERE STILL UNORGANIZED, UNASSIMILATED, OR UNSPECIFIED FOR VOCATIONAL OR COMMUNITY FUNCTION. THE CONCEPT OF AREA SCHOOLS HAS PERMITTED SUCH GREAT EXPANSION OF POST-HIGH SCHOOL VOCATIONAL/TECHNICAL AND ADULT EDUCATION PROGRAMS THAT 1967-68 ENROLLMENT IN THE SYSTEM EXCEEDED 80,000. CERTAIN ISSUES REMAINED UNRESOLVED, SUCH AS CERTIFICATION, ACCREDITATION, AND THE TRAINING OF ADEQUATE STAFF. (HH)

ED027023 LI000098
BREAKING THE COST BARRIER IN AUTOMATIC CLASSIFICATION. JUL 66, 64P.
DOCUMENT NOT AVAILABLE FROM EDRS.

A LOW-COST AUTOMATIC CLASSIFICATION METHOD IS REPORTED THAT USES COMPUTER TIME IN PROPORTION TO NLOGN, WHERE N IS THE NUMBER OF INFORMATION ITEMS AND THE BASE IS A PARAMETER, SOME BARRIERS BESIDES COST ARE TREATED BRIEFLY IN THE OPENING SECTION, INCLUDING TYPES OF INTELLECTUAL RESISTANCE TO THE IDEA OF DOING CLASSIFICATION BY CONTENT-WORD SIMILARITY. THE SECOND SECTION EXPLAINS THE BASIC PROCESSES OF DOCUMENT GROUPING BY SIMILARITY, AND DISCUSSES THE ADVANTAGES OF THE REPORTED METHOD OVER METHODS COMMONLY EXPERIMENTED WITH. THE OPERATION OF AN ITERATIVE PROCEDURE USING WORD PROFILES TO PROGRESSIVELY IMPROVE THE GROUPING OF CONTENT-WORD LISTS IS DESCRIBED. THEN SOME POSSIBLE APPLICATIONS ASIDE FROM DOCUMENT CLASSIFICATION ARE ENUMERATED. THE FINAL SECTION BEGINS BY PRESENTING THEORETICAL UNDERPINNINGS THAT EXPLAIN THE FORM TAKEN BY THE COMPONENTS OF THE METHOD. AN ACCOUNT OF THE STRUGGLE TO MAKE THE METHOD WORK IS SKETCHED, FOLLOWED BY A CYCLE-BY-CYCLE DESCRIPTION OF A FEASIBILITY DEMONSTRATION. THE CONCLUSION STATES THAT MERE CHEAPNESS IS NOT ENOUGH AND ANALYZES WHAT RESEARCHERS AND DEVELOPERS MIGHT HAVE TO DO BEFORE USER ACCEPTANCE OF AUTOMATIC CLASSIFICATION CAN BE ASSURED. (AUTHOR)

ED027094 PS001694
PREPRIMARY ENROLLMENT OF CHILDREN UNDER SIX: OCTOBER 1967. OCT 67, 28P.
HC NOT AVAILABLE FROM EDRS.

DATA USED IN THIS STUDY ARE BASED ON INFORMATION COLLECTED BY THE BUREAU OF CENSUS, WHICH CANVASSED 52,000 HOUSEHOLDS. ABOUT 273,000 THREE-YEAR-OLDS, 872,000 FOUR-YEAR-OLDS, AND 2,724,000 FIVE-YEAR-OLDS WERE ENROLLED IN PREPRIMARY PROGRAMS IN 1967. ABOUT 5.4 PERCENT OF THE 3-YEAR-OLDS, 15.6 PERCENT OF THE 4-YEAR-OLDS, AND 45 PERCENT OF THE 5-YEAR-OLDS WERE FROM FAMILIES WITH ANNUAL INCOMES UNDER $3,000. THREE- TO 5-YEAR-OLDS MOST LIKELY TO BE ENROLLED IN PREPRIMARY PROGRAMS WERE THOSE IN FAMILIES WITH ANNUAL INCOMES OF $10,000 OR MORE, IN HOUSEHOLDS WITH WHITE-COLLAR HEADS, IN URBAN AREAS, AND IN THE WEST. (DO)

ED027098 RC002953
ANALYSIS OF COUNTY SCHOOL DISTRICTS OF ARKANSAS. 66, 275P.
DOCUMENT NOT AVAILABLE FROM EDRS.

A STUDY WAS UNDERTAKEN IN 32 COUNTY SCHOOL DISTRICTS, LOCATED PRIMARILY IN RURAL AREAS, TO DETERMINE THE INFLUENCE OF RURALITY, FINANCIAL RESOURCES, QUALITY OF EDUCATION, AND SCHOOL PERFORMANCE AS MEASURED BY EDUCATIONAL LEVEL ATTAINED, ON THE COUNTY SCHOOL DISTRICT PROBLEM IN ARKANSAS. BOTH CASE STUDY AND STATISTICAL METHODS WERE EMPLOYED IN THE ANALYSIS. IT WAS FOUND THAT EXPENDITURES PER ENUMERATE WERE APPROXIMATELY THE SAME FOR COUNTY AND INDEPENDENT DISTRICTS, BUT COUNTY DISTRICTS SPENT A GREATER PERCENTAGE OF FUNDS ON TRANSPORTATION AND LESS FOR INDEBTEDNESS. RECOMMENDATIONS OF THE STUDY INCLUDED DISSOLUTION OF COUNTY DISTRICTS AND THEIR ANNEXATION TO TRADE CENTER COMMUNITY DISTRICTS

ED027102 RC003179
INDIAN EDUCATION. ANNUAL REPORT, 1967-1968. 16 SEP 68, 33P.

THE ANNUAL REPORT ON THE INDIAN EDUCATION PROGRAM OF THE STATE OF WASHINGTON PROVIDES A BREAKDOWN OF THE DISTRIBUTION OF JOHNSON-O'MALLEY FUNDS TO THE VARIOUS DISTRICTS FOR THE FISCAL YEAR 1968, AND A SUMMARY OF EXPENDITURES DURING THE 1967-68 SCHOOL YEAR. SEVERAL PROGRAMS HAVE BEEN UNDERTAKEN IN ATTEMPTS TO MEET THE NEEDS OF INDIAN STUDENTS. AMONG THESE ARE COUNSELING AND HOME VISITATION PROGRAMS WHICH STRESS CONTACT WITH THE HOME IN AN EFFORT TO RETAIN STUDENTS IN SCHOOL

ED027109 RC003196
A STUDY OF CENTRALIZATION: BROADALBIN, EDINBURG, MAYFIELD, NORTHVILLE, AND PERTH, NEW YORK. DEC 68, 97P.

THIS IS A STUDY WHICH SETS FORTH THE PERTINENT FACTS CONCERNING THE POSSIBLE CENTRALIZATION OF THE SCHOOL DISTRICTS OF BROADALBIN, EDINBURG, MAYFIELD, NORTHVILLE, AND PERTH, LOCATED IN NEW YORK STATE. AN APPRAISAL OF ADVANTAGES AND DISADVANTAGES OF CERTAIN POSSIBLE COURSES OF ACTION IS PRESENTED WITH COST ESTIMATES. THERE ARE 6 MAJOR PARTS OF THE STUDY

ED027110 RC003207
PILOT STUDY OF SCHOOL DISTRICT REORGANIZATION, STATE OF NEW JERSEY. JAN 68, 128P.

THE STUDY IS PART OF A STATE EVALUATION OF SCHOOLS AND IS DIRECTED PRIMARILY TO A REVIEW OF THE EFFECTIVENESS OF THE EXISTING ORGANIZATION AMONG LOCAL SCHOOL DISTRICTS IN THE STATE OF NEW JERSEY. FIVE MAJOR TOPICS ARE PRESENTED IN THIS STUDY.

ED027117 RC003223
IMPROVING OPPORTUNITIES IN RURAL COMMUNITIES. 17 MAR 69, 13P.

PROBLEMS IN RURAL COMMUNITIES STEM FROM THE STEADY DOWNTREND OF EMPLOYMENT IN AGRICULTURE, FORESTRY, AND MINING, WHILE GAINS IN NON-FARM INDUSTRIES HAVE NOT BEEN SUFFICIENT TO OFFSET THIS DECLINE AND PROVIDE JOBS FOR A GROWING RURAL LABOR FORCE. THERE IS AN INCREASING DEFICIT OF TALENT IN RURAL AREAS DUE TO URBAN MIGRATION. THE OVERALL STRATEGY TO COPE WITH THESE PROBLEMS MUST BE TO IMPROVE THE CAPABILITY OF THE RURAL WORK FORCE TO COMPETE SUCCESSFULLY FOR JOBS AND TO CREATE MORE JOBS IN RURAL AREAS. THERE IS A LACK OF OPPORTUNITY FOR RURAL YOUTH FOR WORK EXPERIENCES THAT LEAD TO FULFILLING CAREERS WITHOUT LEAVING HOME. EDUCATIONAL WORK IN THE FIELD OF LABOR MANAGEMENT IS BEING REQUESTED BY EMPLOYERS IN COMMERCIAL AGRICULTURE AT AN ACCELERATING RATE. AS A RESULT OF PROJECTS OF FEDERAL AGENCIES, NEEDS FOR TECHNICIANS AND SKILLED REPAIRMEN WILL CONTINUE TO RISE, THUS IMPOSING CONTINUING DEMANDS ON EDUCATION. THROUGH COMPREHENSIVE PLANNING BY COMMUNITY ACTION GROUPS WITH THE HELP OF TECHNICAL EXPERTS, BETTER COMMUNITY FACILITIES AND IMPROVED EDUCATIONAL AND JOB TRAINING PROGRAMS CAN BE PROVIDED. (JH)

ED027168 RE001563
DEVELOPING A SENSE OF SEQUENCE--FIRST GRADE. SEP 68, 40P.

THIS ESEA/TITLE III PROGRAM WAS DESIGNED TO DEVELOP A FIRST GRADER'S ABILITY TO THINK OF EVENTS IN CORRECT SEQUENCE. THROUGHOUT FIRST GRADE, CHILDREN ARE TAUGHT SEQUENCE BY USING OBJECTS THEY CAN SEE AND HANDLE AND BY USING EXPERIENCES WITH WHICH THEY ARE FAMILIAR. DRAMATIZING NURSERY RHYMES, RELATING THE SEQUENCE IN WHICH FAMILIAR TASKS ARE ACCOMPLISHED, ILLUSTRATING STORIES, AND RECALLING THE SEQUENCE OF EVENTS IN STORIES READ ALOUD ARE INCLUDED AS EXAMPLES OF ACTIVITIES USED IN THE PROGRAM. (MD)

ED027244 SP002127
A DIFFERENTIATED STAFF: PUTTING TEACHING TALENT TO WORK. DEC 67, 12P.
HC NOT AVAILABLE FROM EDRS.

TO MAKE EFFECTIVE USE OF TEACHING TALENT FOR A DIFFERENTIATED TEACHING STAFF, A FOUR-LEVEL STRUCTURE BASED ON LEVELS OF RESPONSIBILITY OFFERS MANY ADVANTAGES. TEACHERS AT THE TOP TWO LEVELS WOULD BE HIRED UNDER 12-MONTH CONTRACTS, TEACHERS AT THE BOTTOM TWO LEVELS UNDER 10-MONTH CONTRACTS. ESSENTIAL TO SUCH A PLAN WOULD BE A MAXIMUM SALARY AT THE TOP TEACHING LEVEL ($18,000 A YEAR IS SUGGESTED) THAT IS AT LEAST DOUBLE THAT AT THE LOWEST ($7,500 IS SUGGESTED), DIRECT TEACHING RESPONSIBILITY FOR TEACHERS AT ALL LEVELS, AND INNOVATION AND REORGANIZATION OF BASIC SCHOOL STRUCTURE. EACH SCHOOL, HOWEVER, WILL HAVE TO WORK OUT THE PARTICULARS OF DIFFERENTIATED STAFFING TO MEET LOCAL NEEDS AND CONDITIONS. (SG)

ED027254 SP002225
INCENTIVES USED IN MOTIVATING PROFESSIONAL GROWTH OF TEACHERS. 23P.

THIS PUBLICATION IS THE PRODUCT OF A PROJECT DESIGNED TO STUDY PROBLEMS OF INSERVICE TEACHER EDUCATION AND TO ASSEMBLE DATA ON PROMISING PRACTICES THAT MIGHT STIMULATE SCHOOLS TO DEVELOP VIGOROUS PROGRAMS OF PROFESSIONAL GROWTH. CHAPTER 1 DISCUSSES THE PROJECT'S RATIONALE AND THE PROCEDURES USED IN GATHERING DATA FROM LITERATURE, VISITS, AND DISCUSSIONS WITH ADMINISTRATORS, ATTENDANCE AT PANELS AND DISCUSSIONS, AND QUESTIONNAIRE REPLIES OBTAINED FROM 259 PRINCIPALS AND 1, 197 TEACHERS IN A 261-SCHOOL CROSS SECTION OF NORTH CENTRAL ASSOCIATION MEMBERS. CHAPTER 2 PRESENTS DISCUSSION AND SUMMARY LISTS OF OBSERVATIONS, CONCLUSIONS, AND SUGGESTIONS (COMPILED FROM THE DATA) ON CONDITIONS AND PROCEDURES CONDUCIVE TO THE DEVELOPMENT OF THE TEACHER ATTITUDES AND BEHAVIOR WHICH RESULT IN CONTINUOUS PROFESSIONAL GROWTH. TOPICS INCLUDE ELEMENTS OF A GOOD INSERVICE PROGRAM, MAJOR PROBLEMS FACED BY PRINCIPALS IN INITIATING PROGRAMS, IMPORTANT CHARACTERISTICS OF TEACHER ORIENTATION AND INDUCTION PROGRAMS, SCHOOL-COMMUNITY RELATIONS INCENTIVES, SPECIFIC SALARY INCENTIVES, AND ADVANTAGES TO INSERVICE EDUCATION OF AN EXTENDED SCHOOL YEAR. CHAPTER 3 LISTS 60 PRACTICES PRINCIPALS HAVE FOUND TO BE EFFECTIVE AND 60 INCENTIVES LISTED BY TEACHERS AS THE MOST PROMISING IN THEIR OWN SCHOOL SYSTEMS. A SUMMARY OF CONCLUSIONS AND A 17-ITEM BIBLIOGRAPHY ARE INCLUDED. (JS)

ED027272 SP002284
THE FOUR STATES PROJECT: CALIFORNIA, COLORADO, OREGON, WISCONSIN. REPORT SPECIAL, THE NDEA NATIONAL INSTITUTE FOR ADVANCED STUDY IN TEACHING DISADVANTAGED YOUTH. DEC 68, 175P.

THIS DOCUMENT REPORTS A FEASIBILITY STUDY OF STATE EFFORTS IN TRAINING TEACHERS FOR THE DISADVANTAGED, A FOUR-STATE PROJECT DESIGNED TO (1) IDENTIFY WAYS THAT TRAINING FUNDS AND OTHER RESOURCES COULD BE USED MORE EFFECTIVELY IN THE IMPROVEMENT OF PRESERVICE AND INSERVICE TEACHER EDUCATION, (2) CREATE A STATE STRUCTURE OR PATTERN OF RELATIONSHIPS WHICH MIGHT FACILITATE THE COORDINATION AND EFFECTIVE USE OF HIGHER EDUCATION RESOURCES FOR TITLE I TRAINING PROGRAMS AND OTHERS, AND (3) DEVELOP STATEWIDE MODELS FOR ACHIEVING THE ABOVE ENDS IN THE FOUR STATES WHICH MIGHT BE USED BY OTHER STATES. THE FOUR CHAPTERS ARE ABRIDGED FROM THE FINAL REPORTS OF EACH OF THE FOUR PROJECT COMPONENTS.

ED027289 TE000009
THE NATIONAL INTEREST AND THE TEACHING OF ENGLISH: A REPORT ON THE STATUS OF THE PROFESSION. 61, 143P.

IF THE VERY EXISTENCE OF A FREE SOCIETY DEPENDS ON A LITERATE AND ARTICULATE CITIZENRY, THE STUDY OF ENGLISH IN THE UNITED STATES SHOULD BE SUBSTANTIALLY IMPROVED ON EVERY LEVEL FROM KINDERGARTEN THROUGH GRADUATE SCHOOL. IMMEDIATE STEPS MUST BE TAKEN TO (1) FOCUS THE TEACHING OF ENGLISH UPON THE STUDY OF LANGUAGE, LITERATURE, AND COMPOSITION, (2) EDUCATE TEACHERS TO THE CUMULATIVE, SEQUENTIAL NATURE OF ENGLISH, (3) UPGRADE AND STANDARDIZE BOTH COLLEGE PREPARATORY PROGRAMS AND STATE CERTIFICATION REQUIREMENTS FOR TEACHING ELEMENTARY AND SECONDARY SCHOOL ENGLISH, (4) COPE WITH THE PRESENT SHORTAGE OF ENGLISH TEACHERS, (5) INCREASE THE KNOWLEDGE AND INSTRUCTIONAL SUCCESS OF CURRENTLY EMPLOYED ENGLISH TEACHERS, (6) IMPROVE TEACHING CONDITIONS, SERVICES, AND RESOURCES THAT WILL LEAD TO BETTER ENGLISH TEACHING, AND (7) ENCOURAGE AND SUPPORT MUCH NEEDED BASIC RESEARCH IN ENGLISH AS WELL AS THE DISSEMINATION AND APPLICATION OF SUBSEQUENT FINDINGS. (INCLUDED ARE CHARTS WHICH ILLUSTRATE AND SUBSTANTIATE THE NATIONAL INADEQUACIES, COSTS, AND NEEDS OF ENGLISH PROGRAMS IN 1961.) (JB)

ED027363 UD007874
MORE EFFECTIVE SCHOOLS, NEW YORK CITY. ELEMENTARY PROGRAM IN COMPENSATORY EDUCATION 2. 69, 39P.
HC NOT AVAILABLE FROM EDRS.

THE MORE EFFECTIVE SCHOOLS PROJECT, AN EFFORT TO MAKE THE SCHOOLS BETTER ABLE TO SOLVE THE BASIC READING AND ARITHMETIC PROBLEMS OF DISADVANTAGED CHILDREN, BROUGHT ABOUT A REORGANIZATION AND EXPANSION OF THE TEACHING AND ADMINISTRATIVE STAFFS OF ELEMENTARY SCHOOLS IN NEW YORK CITY. THE COMBINED BLACK AND PUERTO RICAN POPULATION IN THE PROJECT SCHOOLS WAS GREATER THAN 50 PERCENT OF THE TOTAL SCHOOL POPULATION, AND ALL CLASSES (PREK-6) WERE HETEROGENEOUSLY GROUPED. CLASS SIZE WAS REDUCED, AFTER SCHOOL STUDY CENTERS WERE OPENED, TEAM TEACHING AND OTHER INNOVATIONS WERE INTRODUCED, AND TEACHER SPECIALISTS WERE USED. BENEFITS CLAIMED IN READING AND ARITHMETIC ACHIEVEMENT AS MEASURED BY STANDARDIZED TESTS ARE CONFLICTING BECAUSE OF THE VARIETY OF DESIGNS USED TO EVALUATE STUDENT PERFORMANCE. SEVERAL INTERPRETATIONS OF THE DATA ARE INCLUDED IN THIS REPORT, AS WELL AS INFORMATION ON STAFF, PROGRAM METHODOLOGY, AND COSTS. (EF)

ED027364 UD007875
SELF-DIRECTIVE DRAMATIZATION PROJECT, JOLIET, ILLINOIS. ELEMENTARY PROGRAM IN COMPENSATORY EDUCATION 2. 69, 17P.
HC NOT AVAILABLE FROM EDRS.

TWO STUDIES OF THE SELF-DIRECTIVE DRAMATIZATION PROJECT ARE REPORTED. IN THE FIRST THE RELATIONSHIP OF DRAMATIZATION, SELF-CONCEPT, AND READING ACHIEVEMENT IN MIDDLE CLASS CHILDREN IN GRADES 2 THROUGH 7 WAS EXAMINED, AND IN THE SECOND MOSTLY BLACK DISADVANTAGED CHILDREN IN GRADES 1 THROUGH 4 WERE STUDIES. BOTH GROUPS OF CHILDREN DRAMATIZED STORIES FROM THREE TO FIVE TIMES A WEEK OVER PERIODS OF 3" MONTHS. IN BOTH STUDIES GAINS IN READING ABILITY AND SELF-CONCEPT DURING THE SELF-DRAMATIZATION PERIOD WERE MEASURED, TESTED AGAINST A NULL HYPOTHESIS, AND INTERCORRELATED

ED027365 UD007876
PROJECT CONCERN, HARTFORD, CONNECTICUT. ELEMENTARY PROGRAM IN COMPENSATORY EDUCATION 2. 69, 20P.
HC NOT AVAILABLE FROM EDRS.

PROJECT CONCERN IN HARTFORD BUSED APPROSIMATELY 260 INNER CITY CHILDREN TO SUBURBAN ELEMENTARY SCHOOLS. THE PROJECT WAS DESIGNED TO EVALUATE EXPERIMENTALLY THE EFFECTS OF (1) PLACEMENT IN A SUBURBAN SCHOOL WITH OR WITHOUT REMEDIAL-SUPPORTIVE ASSISTANCE AND (2) PLACEMENT IN AN INNER CITY SCHOOL WITH OR WITHOUT COMPENSATORY SERVICES. CRITERION VARIABLES USED TO EVALUATE THE TREATMENT WERE MENTAL ABILITY, ACADEMIC ACHIEVEMENT, PERSONAL-SOCIAL DEVELOPMENT, AND CREATIVITY. FINDINGS OF A 1968 EVALUATION SUGGESTED THAT THE BUSED EXPERIMENTAL CHILDREN IN SUBURBAN CLASSES IN GRADES K-3 HAD A SIGNIFICANTLY GREATER TENDENCY TO SHOW GROWTH IN MENTAL ABILITY THAN THE CONTROL CHILDREN REMAINING IN INNER CITY CLASSROOMS. IN GRADES 4 AND 5, HOWEVER, THE CONTROLS SHOWED BETTER ACHIEVEMENT THAN THE EXPERIMENTALS. THE EFFECTS OF SUPPORTIVE ASSISTANCE WERE MIXED. IT WAS FELT THAT THE PLACEMENT OF TWO OR THREE CHILDREN IN A SUBURBAN CLASSROOM HAD NO MEASURABLE NEGATIVE EFFECT ON THE ACADEMIC ACHIEVEMENT OF THE SUBURBAN CHILDREN. A DESCRIPTION OF THE PROGRAM INCLUDES INFORMATION ON STAFF, METHODOLOGY, AND COSTS. (EF)

ED027367 UD007879
COLLEGE BOUND PROGRAM, NEW YORK CITY. SECONDARY PROGRAM IN COMPENSATORY EDUCATION 4. 69, 13P.
HC NOT AVAILABLE FROM EDRS.

FROM 2,000 TO 3,000 NINTH- AND TENTH-GRADE STUDENTS IN NEW YORK CITY, MOSTLY BLACK AND PUERTO RICAN, WERE SELECTED FOR AN INTENSIVE EDUCATIONAL PROGRAM (SMALL CLASSES, DOUBLE SESSIONS OF ENGLISH, GROUP AND INDIVIDUAL COUNSELING, AND CULTURAL ENRICHMENT) WITH THE HOPE THAT THEY WOULD REMAIN IN THE PROGRAM THROUGHOUT HIGH SCHOOL AND THEN PURSUE HIGHER EDUCATION. LOCAL COLLEGES AND UNIVERSITIES HAD AGREED TO ADMIT SUCCESSFUL PROGRAM GRADUATES AND PROVIDE THEM WITH FINANCIAL AID. THE STUDENTS, SELECTED FOR THEIR GOOD ATTENDANCE AND CONDUCT, WERE UNLIKELY TO ENTER A COLLEGE PREPARATORY PROGRAM IN HIGH SCHOOL. ABOUT ONE-HALF WERE BETWEEN GRADE LEVEL AND TWO YEARS RETARDED IN READING AND ARITHMETIC. OVER THE 1967 6-WEEK SUMMER SESSION WHICH PRECEDED THE PROGRAM DURING THE SCHOOL YEAR STUDENTS SHOWED AN AVERAGE GAIN OF 3 MONTHS TO A YEAR IN FOUR TESTS OF READING AND ARITHMETIC. THE EVALUATION OF THIS SESSION IS THE ONLY ONE REPORTED. A DESCRIPTION OF THE PROGRAM CONTAINS INFORMATION ON STAFF, METHODOLOGY, AND COSTS. (EF)

ED027372 VT004301
FOCUS ON VOCATIONAL EDUCATION. NAM CONGRESS OF AMERICAN INDUSTRY. (72ND, NEW YORK, DEC. 8, 1967). 67, 23P.

THE CONGRESS OF AMERICAN INDUSTRY OF THE NATIONAL ASSOCIATION OF MANUFACTURERS ATTEMPTED IN THEIR CONFERENCE TO ANSWER SOME QUESTIONS RELATED TO DEFINING VOCATIONAL EDUCATION, DIRECTING VOCATIONAL EDUCATION, AND THE ROLE OF THE U.S. OFFICE OF EDUCATION. MAJOR PAPERS PRESENTED WERE: (1) "NEW DIRECTIONS IN VOCATIONAL EDUCATION," BY GRANT VENN, (2) "THE NEED TO INVEST IN EDUCATION," BY SAR LEVITAN, AND (3) "THE DISPERSEMENT OF VOCATIONAL EDUCATION FUNDS TO THE STATE," BY ALBERT H. QUIE. THE TEXT OF THE QUESTIONS AND ANSWERS SESSION, WHICH WAS HELD FOLLOWING THE PRESENTATIONS, IS INCLUDED. (CM)

ED027374 VT005764
SURVEY OF VOCATIONAL EDUCATION AND TRAINING. 1964-65. MAR 68, 83P.

DATA FROM MONTHLY AND QUARTERLY REPORTS TO THE DIRECTOR OF EDUCATION ARE SUMMARIZED TO PRESENT AN OVERVIEW OF VOCATIONAL EDUCATION IN CANADA AS OFFERED BY PUBLIC AND PRIVATE INSTITUTIONS EXCLUDING UNIVERSITIES. CONTENT INCLUDES FEDERAL PARTICIPATION IN VOCATIONAL EDUCATION AND A SUMMARY OF PROGRAMS IN: (1) INSTITUTES OF TECHNOLOGY, (2) TECHNICAL, VOCATIONAL, AND COMPOSITE HIGH SCHOOLS, (3) TRADE SCHOOLS, VOCATIONAL CENTERS, AND OCCUPATIONAL COURSES, (4) APPRENTICESHIP TRAINING, (5) VOCATIONAL TEACHER EDUCATION, (6) PRIVATE SCHOOLS, (7) NURSING, AND (8) THE LABOUR COLLEGE OF CANADA. QUESTIONNAIRES USED TO GATHER THE DATA ARE INCLUDED IN THE APPENDIX. (DM)

ED027380 VT006361
OCCUPATIONAL EDUCATION: CHANGING CONTEXTS. REPORT NO. 1. NOV 67, 34P.

A TASK FORCE OPERATING UNDER THE EDUCATION COMMISSION OF THE STATES MADE FIVE MAJOR PROPOSALS RELATING TO VOCATIONAL-TECHNICAL EDUCATION: (1) THAT A HUMAN RESOURCES COUNCIL BE DEVELOPED WITH RESPONSIBILITY FOR LONG-RANGE GOALS FOR A TOTAL COMMUNITY CONTEXT OF EDUCATION, (2) THAT AN OCCUPATIONAL EDUCATION COMMISSION PROVIDE LEADERSHIP AND STIMULATE DEVELOPMENT OF VOCATIONAL-TECHNICAL PROGRAMS TO ACHIEVE THESE GOALS, (3) THAT A MANPOWER COORDINATING COMMITTEE EFFECT MAXIMUM SYSTEM-COST EFFECTIVENESS OF TRAINING PROGRAMS IN A COORDINATIVE RATHER THAN ADMINISTRATIVE ROLE, (4) THAT A TASK FORCE FOR OCCUPATIONAL EDUCATION AND ECONOMIC DEVELOPMENT HELP BUILD UP INDUSTRIAL OUTPUT THROUGH NEW OR EXPANDED INDUSTRIES, AND (5) THAT REGIONAL LEARNING CENTERS BE ESTABLISHED TO PROVIDE LEADERSHIP IN THE DEVELOPMENT OF BROAD INTERDISCIPLINARY CURRICULUMS. SCHOOL DROP-OUTS, POTENTIAL DROP-OUTS, AND UNEMPLOYED AND UNDEREMPLOYED ADULTS WERE TO BE INITIAL TARGET POPULATION. SOME MAJOR PRINCIPLES FORWARDED WERE: (1) EDUCATION SHOULD BE GIVEN FIRST PRIORITY IN ALLOCATION OF HUMAN AND MATERIAL RESOURCES, (2) EDUCATION SHOULD BE EXTENDED OUTWARD FROM THE SCHOOL TO THE ENTIRE COMMUNITY, (3) INSTRUCTION SHOULD BE INDIVIDUALIZED, AND (4) MORE FOLLOW-UP AND FEEDBACK IS NECESSARY FOR MAXIMUM PROGRAM EFFECTIVENESS. (DM)

ED027390 VT007362
MANPOWER TRAINING 51P.

SOME OF THE DIMENSIONS OF THE RELATIVE FINANCIAL CONTRIBUTION OF THE COOPERATING PARTIES IN MANPOWER INSTITUTIONAL TRAINING AS ESTABLISHED UNDER THE MANPOWER DEVELOPMENT AND TRAINING ACT OF 1962 WERE EXPLORED. THIS ANALYSIS WILL PROVIDE SOME PERSPECTIVE TO THOSE WHO MUST FINALLY DECIDE THE QUESTION OF RELATIVE FINANCIAL CONTRIBUTION, OR PROVIDE THEM WITH A CERTAIN RANGE OF THE COST DIMENSIONS OF THE PROGRAM. DISCUSSED IN THIS DOCUMENT ARE: (1) SOME COST DIMENSIONS OF MANPOWER TRAINING, (2) TOTAL COST OF THE MANPOWER DEVELOPMENT PROGRAM, (3) SPACE, EQUIPMENT, PROGRAM PLANNING AND ON-THE-JOB INSTITUTIONAL TRAINING, (4) INDIRECT COST, (5) COST REQUIREMENT, (6) INDIVIDUAL EDUCATIONAL RETURN, (7) THE TRAINING GAP, (8) COST EFFECTIVENESS, (9) MDTA AS A BRIDGE BETWEEN INDUSTRY AND EDUCATION, (10) NEW OCCUPATIONS, (11) PUBLIC RELATIONS AND COMMUNITY LIASON, (12) MDTA CONTRIBUTION TO LOCAL TRAINING EFFORT, (13) THE KEENE, NEW HAMPSHIRE PROJECT, (14) EDUCATIONAL INNOVATION, (15) SOME PROBLEMS. IT WAS RECOMMENDED THAT AN INTEGRATED DECISION-MAKING SYSTEM IN THE OCCUPATIONAL TRAINING AREA BE DEVELOPED TO INSURE THAT THE TOTAL OCCUPATIONAL TRAINING EFFORT OF THE FEDERAL GOVERNMENT ACHIEVES THE WORTHY GOAL OF TRAINING ALL INDIVIDUALS TO THEIR FULL CAPACITY. (MM) -

ED027391 VT007383
VOCATIONAL EDUCATION AMENDMENTS OF 1968, REPORTED WITHOUT AMENDMENTS. 8 JUL 68, 91P.

THIS REPORT, SUBMITTED TO ACCOMPANY THE VOCATIONAL EDUCATION AMENDMENTS (VT 007 323) PRESENTS THE REASONS BEHIND THE HOUSE COMMITTEE SUPPORT, AND DISCUSSES BRIEFLY THE CHANGES, WHICH INCLUDE: (1) PURPOSE AND BACKGROUND, (2) AUTHORIZATION OF APPROPRIATIONS, (3) REQUIRED USE OF STATE ALLOTMENTS SET ASIDE FOR THE DISADVANTAGED, (4) NEW AND EXPANDED USES OF FUNDS, (5) RESEARCH AUTHORITY, (6) STATE ADVISORY COUNCIL, (7) LONG-RANGE AND ANNUAL PROGRAM PLANS, (8) VOCATIONAL WORK STUDY, (9) RESIDENTIAL AND VOCATIONAL SCHOOLS, (10) NEW PROGRAMS, (11) EXEMPLARY PROJECTS AND PROGRAMS, (12) COOPERATIVE EDUCATION, (13) CURRICULUM DEVELOPMENT, (14) VOCATIONAL EDUCATION LEADERSHIP AND PROFESSIONAL DEVELOPMENT, (15) EXCHANGE PROGRAMS, INSTITUTES, AND INSERVICE EDUCATION, (16) JOB CORPS AND MANPOWER STUDIES, (17) SPECIAL MANPOWER PROJECTIONS, (18) AMENDMENTS TO THE ADULT EDUCATION ACT OF 1966. ALSO INCLUDED IN THIS DOCUMENT ARE SUPPLEMENTAL VIEWS ON BEHALF OF MINORITY MEMBERS, A SECTION BY SECTION ANALYSIS AND CHANGES IN THE EXISTING LAW THAT ARE MADE BY THE BILL. (MM)

ED027408 VT007771
SYMPOSIUM ON INDUSTRIAL ARTS EDUCATION, 1968. 68, 22P.

FIVE PAPERS PRESENTED AT SIX CALIFORNIA COLLEGES IN JULY OF 1968 ARE PRESENTED. "INDUSTRIAL ARTS AND TECHNOLOGY" BY DELMAR W. OLSON OUTLINES THE BASES FOR A CONTEMPORARY INDUSTRIAL ARTS PROGRAM, ITS POSSIBLE PURPOSES, AND SEVERAL ELEMENTS WHICH NEED CONSIDERATION WHEN DESIGING SUCH A PROGRAM. "CONTEMPORARY INDUSTRIAL ARTS PROGRAMS IN THE UNITED STATES" BY ARTHUR J. DUDLEY DISCUSSES FIVE TRADITIONAL AND CONTEMPORARY APPROACHED TO PROGRAM AND CURRICULUM PLANNING. "IMPLEMENTING PROMISING CURRICULUM CHANGES IN INDUSTRIAL ARTS" BY RALPH C. BOHN DESCRIBES TWO TYPES OF CURRICULUM CHANGES WHICH INVOLVE EITHER ORGANIZATIONAL PATTERNS OR EDUCATIONAL MATERIALS AND WHICH ARE PRESENTLY TAKING PLACE. "SUPERVISION AND ADMINISTRATION OF INDUSTRIAL ARTS" BY LEONARD W. GLISMAN REVIEWS THE SUPERVISORY ROLE INVOLVING RESPONSIBILITY FOR INSTRUCTIONAL IMPROVEMENT, PERSONNEL ADMINISTRATION, COURSE DEVELOPMENT, INSTRUCTIONAL LEADERSHIP, COORDINATION, AND INSERVICE EDUCATION. "FEDERAL FUNDS FOR INDUSTRIAL ARTS" BY HOWARD S. DECKER OUTLINES PROVISIONS OF THE ELEMENTARY AND SECONDARY EDUCATION ACT, THE NATIONAL DEFENSE EDUCATION ACT, AND THE EDUCATIONAL PROFESSIONS DEVELOPMENT ACT. (EM)

ED027598 EA001970
CITY SCHOOL DISTRICT REORGANIZATION: AN ANNOTATED BIBLIOGRAPHY. CENTRALIZATION AND DECENTRALIZATION IN THE GOVERNMENT OF METROPOLITAN AREAS WITH SPECIAL EMPHASIS ON THE ORGANIZATION, ADMINISTRATION, AND FINANCING OF LARGE-CITY SCHOOL SYSTEMS. EDUCATIONAL RESEARCH SERIES NO. 1. RIDEOUT, E. BROCK; NAJAT, SANDRA, JAN 67, 93P.
DOCUMENT NOT AVAILABLE FROM EDRS.

AS A GUIDE TO EDUCATIONAL ADMINISTRATORS WORKING IN LARGE CITIES, ABSTRACTS OF 161 BOOKS, PAMPHLETS, PAPERS, AND JOURNAL ARTICLES PUBLISHED BETWEEN 1924 AND 1966 ARE CLASSIFIED INTO FIVE CATEGORIES: (1) CENTRALIZATION VERSUS DECENTRALIZATION, (2) LOCAL GOVERNMENT, (3) METROPOLITAN ORGANIZATION, (4) THE FINANCING OF EDUCATION, AND (5) THE ADMINISTRATION OF EDUCATION. ADDITIONAL MATERIAL INCLUDES A LIST OF RELATED BIBLIOGRAPHIES PUBLISHED PERIODICALLY AND A LIST OF JOURNALS IN THE FIELD OF EDUCATIONAL ADMINISTRATION. (JK)

ED027603 EA002029
POSITION ANALYSIS FOR ADMINISTRATIVE PERSONNEL IN PUBLIC SCHOOL SYSTEMS. FEB 68, 27P.

AN ATTEMPT IS MADE TO DETERMINE WAYS OF ORGANIZING AND TREATING INDIVIDUALS AT WORK SO THAT EACH MAY GAIN THE GREATEST POSSIBLE REALIZATION OF HIS INTRINSIC ABILITIES. TO ACCOMPLISH THIS, TECHNIQUES OF POSITION ANALYSIS ARE ADAPTED AND DEVELOPED FOR ADMINISTRATIVE PERSONNEL IN PUBLIC SCHOOL SYSTEMS. POSITION ANALYSIS TECHNIQUES INCLUDE POSITION CLASSIFICATION, EVALUATION, DESCRIPTION, AND SPECIFICATION. PREVIOUSLY, POSITION ANALYSIS IN SCHOOLS HAS BEEN LIMITED TO THE NONINSTRUCTIONAL RANGE OF JOBS. TO DEVELOP THE POSITION ANALYSES, A SELECTIVE SURVEY WAS CONDUCTED ON LITERATURE AND RESEARCH MATERIALS FROM BUSINESS, INDUSTRY, GOVERNMENT, AND EDUCATION. SELECTED SAMPLE, MODEL, AND ILLUSTRATIVE DOCUMENTS ARE REPRODUCED AND COMMENTED UPON IN ANALYTICAL DETAIL. THESE DATA ARE THEN ADAPTED TO POSITION ANALYSIS FOR ADMINISTRATIVE PERSONNEL IN PUBLIC SCHOOL SYSTEMS. THE RESULTING POSITION EVALUATION PLAN DESCRIBES VARIOUS PERSONNEL LEVELS FOR EACH OF THE FOLLOWING FACTORS--RESPONSIBILITY FOR PLANNING, KNOWLEDGE, JUDGMENT, MANAGERIAL RESPONSIBILITY, SCOPE OF SUPERVISION, COST RESPONSIBILITY, INTERPERSONAL RELATIONSHIPS, AND RESPONSIBILITY FOR CREATIVE WORK. A 123-ITEM BIBLIOGRAPHY IS INCLUDED. (HW)

ED027611 EA002044
THE IMPLICATIONS OF SOCIAL AND ECONOMIC CHANGES FOR EDUCATIONAL POLICY IN THE NEXT TWO DECADES--A PILOT STUDY. OCT 68, 78P.

THIS REPORT SUMMARIZES THE NATIONAL PLANNING ASSOCIATION'S PILOT STUDY OF THE IMPLICATIONS OF ECONOMIC AND SOCIAL CHANGE FOR EDUCATIONAL POLICY IN THE NEXT TWO DECADES. RESEARCH IS CONCENTRATED ON CHANGING MANPOWER NEEDS AND ON THE CHALLENGES THEY ARE LIKELY TO PRESENT FOR DESIGNING THE EDUCATIONAL SYSTEMS OF THE 1970'S AND 1980'S. ANTICIPATED CHANGES IN CAREER OPPORTUNITIES PROVIDE A FRAME OF REFERENCE FOR CONSIDERING THE CONSEQUENCES OF RAPID TECHNOLOGICAL CHANGE, GROWTH IN LEISURE, AND THE PERSISTENCE OF POVERTY AND DISCRIMINATION FOR THE OPTIONS LIKELY TO BECOME AVAILABLE IN EDUCATION DURING THE COMING DECADES. CHAPTER I SETS THE SCOPE OF THE REPORT INTO THE ANALYTICAL CONTEXT USED, WHILE CHAPTERS II, III, AND IV DISCUSS THE CHALLENGE TO EDUCATION OF CHANGING CAREER OPPORTUNITIES, CHANGING LEVELS OF EDUCATIONAL ATTAINMENT, AND CHANGING SOCIOECONOMIC CONDITIONS. THE EDUCATIONAL SYSTEM'S RESPONSE TO SOCIOECONOMIC CHANGE IS ANALYZED IN CHAPTER V AND IS ILLUSTRATED IN CHAPTER VI, WHICH DISCUSSES INSTITUTIONAL RESISTANCES TO CHANGE IN THE AREA OF EDUCATIONAL TECHNOLOGY. SUPPORTIVE STATISTICAL TABLES ARE APPENDED. A RELATED DOCUMENT IS EA 002 045. (TT)

ED027615 EA002054
STRATEGIES OF EDUCATIONAL PLANNING. PROCEEDINGS OF THE ANNUAL CONFERENCE ON THE ECONOMICS OF EDUCATION (2ND, TALLAHASSEE, FLORIDA, JULY, 1968). 69, 309P.

EIGHT PAPERS FOCUS ON STRATEGIES FOR EDUCATIONAL PLANNING. IN "POLICY FORMULATION AND POLICY IMPLEMENTATION RELATIONSHIPS IN AN EDUCATIONAL SYSTEM," DONALD MILLER ASSERTS THAT PERFORMANCE RELATIONSHIPS CAN BE EXPLAINED IN TERMS OF AN EDUCATIONAL SYSTEM AND ITS ENVIRONMENT. ARNOLD REISMAN AND MARTIN TAFT PRESENT "A SYSTEMS APPROACH TO THE EVALUATION AND BUDGETING OF EDUCATIONAL PROGRAMS." RICHARD GOODMAN EXAMINES THE PPBS APPROACH IN "PPBS: CHALLENGE TO EDUCATIONAL PLANNERS." MARVIN HOFFENBERG CONSIDERS PROGRAM BUDGETING FOR SCHOOL SYSTEM MANAGEMENT IN "PROGRAM BUDGETING IN EDUCATION: SOME ORGANIZATIONAL IMPLICATIONS." RICHARD KRAFT EXAMINES THE ROLE OF THE EDUCATIONAL PLANNER IN "CHANGING MANPOWER NEEDS AND EDUCATIONAL OBSOLESCENCE: IMPLICATIONS FOR VOCATIONAL-TECHNICAL EDUCATION PLANNING." DESMOND COOK DISCUSSES THREE "ECONOMIC CONSIDERATIONS IN EDUCATIONAL PROJECT PLANNING." AN ECONOMIC ANALYSIS OF TOMORROW'S SCHOOL IS PRESENTED BY C.W. MCGUFFEY IN "ECONOMIC PLANNING FOR THE FUTURE DEVELOPMENT OF EDUCATIONAL FACILITIES." ROBERT CAMPBELL CONTRASTS THE ECONOMIC APPROACH TO EDUCATIONAL DEMAND ANALYSIS WITH OTHER APPROACHES IN "APPROACHES TO THE ANALYSIS OF THE DEMAND FOR HIGHER EDUCATION: A TOOL FOR EDUCATIONAL PLANNING." (HW)

ED027616 EA002055
PACE AND THE ARTS: A SURVEY OF TITLE III PROJECTS, JANUARY 1966 TO JULY 1967. 68, 155P.

THIS REPORT SURVEYS PROJECTS INVOLVING THE ARTS FUNDED UNDER THE ESEA TITLE III PROJECTS TO ADVANCE CREATIVITY IN EDUCATION (PACE) PROGRAM BETWEEN JANUARY 1966 AND JULY 1967. OVER 20 PERCENT OF THE PROJECTS FUNDED DURING THIS PERIOD, 226 OF OVER 1300, INCLUDED AT LEAST ONE OF THE ARTS AS A COMPONENT. THE SURVEY COVERS PLANNING PROJECTS, OPERATIONAL PROJECTS, AND MINI-GRANTS ORGANIZED UNDER THE CATEGORIES OF (1) DANCE, (2) LITERATURE, (3) MUSIC, (4) THEATER, (5) VISUAL ARTS, (6) COMBINATIONS OF THE ARTS, AND (7) GENERAL PROJECTS WHICH INCLUDE THE ARTS. DESCRIPTIONS OF THE PROJECTS ARE ABSTRACTED FROM PROJECT PROPOSAL DOCUMENTS AND GROUPED UNDER THE APPROPRIATE CATEGORY BY STATE AND NUMBER ASSIGNED BY USOE. EACH DESCRIPTION IS ACCOMPANIED BY THE ADDRESS OF THE RESPONSIBLE OFFICER OF THE SPONSORING SCHOOL SYSTEM AND THE PROJECT TITLE. A TABLE IS PROVIDED SHOWING THE DISTRIBUTION OF PROJECTS BY STATE AND CATEGORY OF THE ARTS. (TT)

ED027617 EA002057
IMPROVING THE SCHOOL PROGRAM THROUGH THE EFFECTIVE USE OF FEDERAL FUNDS. OCT 68, 18P.

THIS PAMPHLET SHOWS SCHOOL PERSONNEL HOW TO APPLY SUCCESSFULLY FOR FEDERAL GRANTS TO FINANCE IMPROVEMENTS IN EDUCATIONAL PROGRAMS. ADVICE IS GIVEN ON THE IMPORTANCE OF EVALUATING NEEDS, OBJECTIVES, AND PROCEDURES AS A PREREQUISITE TO WRITING A PROPOSAL. NEXT, SUGGESTIONS FOR WRITING A GOOD PROPOSAL ARE MADE, INCLUDING REFERENCES TO THE NEED FOR CONSIDERING PROJECT FEASIBILITY, CONTENT, DISSEMINATION, TIME SEQUENCE, AND APPEARANCE OF THE PROPOSAL TO BE SUBMITTED. A LIST OF 18 FEDERAL PROGRAMS CONTAINS INFORMATION ON PROGRAM TITLES, PURPOSES, SUBMISSION DEADLINES, AND NAMES AND ADDRESSES OF THE APPROPRIATE AGENCIES FROM WHICH INFORMATION MAY BE SECURED FOR EACH PROGRAM. AN INDEX OF 102 POSSIBLE TYPES OF PROJECTS IN THE GENERAL AREAS OF EQUIPMENT AND MATERIALS, FACILITIES, HEALTH SERVICES, PROGRAMS AND PROJECTS, RESEARCH AND DEVELOPMENT, SPECIAL PROGRAMS, AND TRAINING, IS PROVIDED ALONG WITH AN INDICATION AS TO WHICH OF THE 18 FEDERAL PROGRAMS EACH MIGHT BE FUNDED UNDER. A SHORT BIBLIOGRAPHY LISTS BOOKS AND ARTICLES RELEVANT TO MAKING PROJECT APPLICATIONS. (TT)

ED027620 EA002060
RELATIONSHIP OF REAL PROPERTY ASSESSMENT PRACTICES TO QUALITY EDUCATION. FINAL REPORT. DEC 68, 39P.

THIS STUDY ANALYZES THE POSSIBLE RELATIONSHIPS OF REAL PROPERTY ASSESSMENT PRACTICES IN MISSISSIPPI SCHOOL DISTRICTS TO QUALITY EDUCATION AS MEASURED BY (1) EXPENDITURES PER PUPIL, (2) TEACHERS' SALARIES, (3) TEACHERS' PROFESSIONAL TRAINING, (4) TEACHERS' PROFESSIONAL EXPERIENCE, (5) LIBRARY EXPENDITURES PER PUPIL, (6) TEACHER-PUPIL RATIO, (7) CURRICULAR OFFERINGS, (8) SCHOOL DROPOUTS, AND (9) SPECIAL SERVICES TO STUDENTS. REAL PROPERTY ASSESSMENT LEVELS, ACCREDITING REPORTS, AND VARIOUS STATE DEPARTMENT OF EDUCATION PUBLICATIONS WERE USED TO SURVEY 1,235 ELEMENTARY AND SECONDARY SCHOOLS IN MISSISSIPPI. CORRELATION ANALYSIS USING THE PEARSON PRODUCT-MOMENT FORMULA WAS CARRIED OUT WITH RESULTS INDICATING THAT (1) RELATIONSHIPS BETWEEN REAL PROPERTY ASSESSMENT PRACTICES AND MEASURES OF EDUCATION QUALITY RANGE FROM LOW TO SUBSTANTIAL, AND (2) THE LEVEL OF REAL PROPERTY ASSESSMENT IS, AT BEST, ONLY A MODERATELY VALID PREDICTOR OF QUALITY EDUCATION. RECOMMENDATIONS ARE MADE THAT (1) REAL PROPERTY ASSESSMENT BE EQUALIZED THROUGHOUT THE STATE, (2) A STUDY BE MADE OF THE EFFECTS ON PUBLIC EDUCATION OF A STATEWIDE ASSESSMENT AT TRUE VALUE, AND (3) IN DISTRIBUTING STATE FUNDS, DISTRICTS BE REWARDED WHOSE ASSESSMENTS ARE AT A HIGHER RATIO TO TRUE VALUE. (TT)

ED027624 EA002064
FLEXIBLE SCHEDULING: A REALITY. ALLEN, DWIGHT W.; DE LAY, DONALD, 10P.

ONE OF THE MAJOR IMPEDIMENTS TO THE ADOPTION OF NEEDED CURRICULAR REFORM IN THE HIGH SCHOOL IS THE RESTRICTIVE, MANUALLY CONSTRUCTED SCHEDULE. TO HELP SOLVE THIS SCHEDULING PROBLEM, THE COMPUTER BASED STANFORD SCHOOL SCHEDULING SYSTEM (SSSS) WAS DEVELOPED. EXPERIENCE WITH THE SSSS DEMONSTRATES ITS FEASIBILITY AND SHOWS THAT ADMINISTRATORS CAN BE FREED FROM THE BURDEN OF SCHEDULING WITHOUT LOSING THE OPPORTUNITY TO MAKE VITAL EDUCATIONAL SCHEDULING DECISIONS. COSTS OF APPROXIMATELY $1 PER STUDENT ARE COMPARABLE TO COSTS OF MANUALLY CONSTRUCTING SCHEDULES. FURTHERMORE, A COMPUTER CAN INVESTIGATE IN A FEW SECONDS THE MILLIONS OF POSSIBLE COMBINATIONS OF TEACHERS, STUDENTS, ROOMS, AND LIMITS OF TIME, THUS MAKING IT POSSIBLE TO SATISFY A HIGH PERCENTAGE OF STUDENT SCHEDULE REQUESTS. COMPUTER SCHEDULING ALSO INCREASES THE RANGE OF PROFESSIONAL DECISIONS POSSIBLE. SINCE FLEXIBLE SCHEDULING IS NECESSARY FOR OBTAINING THE FREEDOM TO EXPERIMENT WITH A WIDE RANGE OF CURRICULUM ALTERNATIVES, RESTRICTIONS IMPOSED BY MANUAL SCHEDULING TECHNIQUES MUST BE REMOVED. THE COMPUTER CAN PROVIDE MAXIMUM FREEDOM TO CHOOSE A SCHEDULE REFLECTING THE ABILITIES AND INTERESTS OF STUDENTS AS WELL AS THE SPECIAL QUALIFICATIONS OF TEACHERS. (TT)

ED027634 EA002075
TECHNOLOGICAL CHANGE AND EDUCATIONAL OBSOLESCENCE: CHALLENGES TO ADMINISTRATORS AS MANAGERS OF CHANGE. FEB 69, 35P.

THE RECOGNITION OF THE GROWING INTERDEPENDENCE BETWEEN VOCATIONAL-TECHNICAL EDUCATION AND INDUSTRY IS A MAJOR FEATURE OF THE EDUCATIONAL HISTORY OF OUR TIMES, BUT MUCH OF THE PLANNING WORK IN VOCATIONAL-TECHNICAL EDUCATION IS STILL LIMITED TO GENERAL STUDIES OF HISTORICAL DATA OR TO THE ANALYSIS OF ALTERNATIVE PROGRAMS. THE EDUCATIONAL PLANNER-ADMINISTRATOR NEEDS PREDICTIVE QUANTITATIVE MODELS WHICH CAN BE USED TO IDENTIFY LONGTERM TECHNOLOGICAL CHANGES. NOT ALL ADMINISTRATORS, HOWEVER, ARE WILLING TO CONSIDER AND BE CONSTRAINED BY THE REQUIREMENTS OF THE OCCUPATIONAL PURPOSE OF THEIR PRODUCTS. THE PROBLEM, THEN, IS TO DEVELOP A SYSTEM WHICH WOULD COORDINATE OCCUPATIONAL REQUIREMENTS AND OCCUPATIONAL-TECHNICAL EDUCATION PLANNING OBJECTIVES. THREE CENTRAL "FOLLOW-UP" CONSIDERATIONS TO THE OBJECTIVES OF A VOCATIONAL- TECHNICAL EDUCATION PLANNING PROCESS ARE (1) ENSURE THAT ACTION FOLLOWS POLICY, (2) DEVELOP IMPROVED UNDERSTANDING OF TECHNOLOGICAL DEVELOPMENTS AMONG ADMINISTRATORS, AND (3) GIVE PRIMARY ATTENTION TO THOSE GENERIC-SYSTEM ENVIRONMENT RELATIONSHIPS WHICH ARE AFFECTED BY PLANNING DECISIONS. (AUTHOR/HW)

ED027635 EA002092
WILL TEACHER MILITANCY MAKE EVALUATION OF TEACHER PERFORMANCE OBSOLETE? 17 FEB 69, 15P.

TEACHER MILITANCY AND EVALUATION ARE NOT NECESSARILY INCOMPATIBLE. JOB DISSATISFACTION, A POTENT CAUSE OF MILITANCY, WILL NOT NECESSARILY BE REMOVED BY PLACING THE EMPHASIS UPON HIGHER SALARIES, BETTER FRINGE BENEFITS, A SHORTER WORK YEAR, LIGHTER TEACHING LOADS, AND OTHER EXTRINSIC REWARDS FOR JOB PERFORMANCE. RATHER, AS OTHER STUDIES HAVE SUGGESTED, MILITANCY MAY BE REDUCED IF WAYS ARE FOUND TO ENABLE TEACHERS TO FEEL A SENSE OF INTRINSIC WORTH AND JOB FULFILLMENT IN THE PERFORMANCE OF WORK. THIS WOULD REQUIRE A NEW APPROACH TO EVALUATION SUCH AS THE FOLLOWING FIVE-STEP APPROACH FOR EVALUATOR AND EVALUATEE: (1) AGREE UPON SPECIFIC RELEVANT PERFORMANCE OBJECTIVES, (2) PLAN A COOPERATIVE COURSE OF ACTION TO ACHIEVE THE OBJECTIVES, (3) ESTABLISH WAYS TO CHECK PERIODICALLY HOW WELL DAILY INSTRUCTIONAL PROCEDURES ARE ACHIEVING RESULTS, (4) MAKE A JOINT ASSESSMENT OF RESULTS ACHIEVED, AND (5) DISCUSS THE EXTENT OF ACHIEVEMENT AND DECIDE THE FOLLOWUP THAT IS CALLED FOR. A CLIMATE OF ACCEPTANCE BETWEEN TEACHER AND ADMINISTRATOR IS ESSENTIAL. IT IS CONCLUDED, AFTER THE EXAMINATION OF SIX RELEVANT ISSUES, THAT TEACHER MILITANCY WILL NOT MAKE TEACHER EVALUATION OBSOLETE PROVIDED THAT EVALUATION IS RESTRUCTURED. (HW)

ED027636 EA002093
MONITORING THE URBAN EDUCATION FRONT. FEB 69, 18P.

BIG-CITY ADMINISTRATORS FACE A MULTITUDE OF PROBLEMS FALLING UNDER THREE GENERAL HEADINGS--FINANCE, DISCONTENT, AND EDUCATIONAL PROGRAMS. FACTORS CONTRIBUTING TO THE FINANCIAL PROBLEMS IN BIG CITIES INCLUDE (1) THE DECLINE IN THE PROPORTION OF MANUFACTURING EMPLOYMENT COMPARED TO THAT OF SUBURBAN AREAS, (2) DECREASES IN TAXABLE ASSESSED VALUATION, AND (3) THE FAILURE OF STATE AND FEDERAL AID TO EQUALIZE THE MALDISTRIBUTION OF LOCAL AVAILABLE RESOURCES. DISCONTENT IS EVIDENCED BY TEACHER MILITANCY, PARENT ALIENATION FROM THE POWER STRUCTURE OF THE SYSTEM, AND STUDENT ACTIVISTS REBELLING AGAINST AUTHORITY. ONE WRITER ARGUES THAT THE TROUBLE WITH MUCH OF THE EDUCATION OF DISADVANTAGED CHILDREN IS THAT IT IS NOT QUALITY EDUCATION. COMPENSATORY EDUCATION HAS BEEN AN ATTEMPT TO CORRECT THIS SITUATION, BUT WITH ONLY MARGINAL SUCCESS. THERE HAS BEEN AN ABUNDANCE OF PROGRAMS, PROJECTS, AND PROCESSES INTRODUCED TO IMPROVE URBAN EDUCATION, INCLUDING HEAD START, UPWARD BOUND, THE TEACHERS CORPS, CENTRAL CITIES PROJECTS (CCP), AND MANY OTHERS. UNDER THE AUSPICES OF CCP BOTH OLD AND NEW PROGRAMS ARE BEING USED TO IMPROVE INNER-CITY EDUCATION IN SUCH CITIES AS SYRACUSE, SEATTLE, LOS ANGELES, MILWAUKEE, SAN DIEGO, MEMPHIS, AND NEW ORLEANS. (HW)

ED027637 EA002094
FINANCING BIG CITY SCHOOLS: SOME POSSIBLE BREAKTHROUGHS. 17 FEB 69, 14P.

AMONG THE MANY FACTORS CONTRIBUTING TO THE CRISIS IN BIG-CITY SCHOOL FINANCE ARE THE IN-MIGRATION OF THE POOR TO THE CITIES ACCOMPANIED BY THE OUT-MIGRATION OF THE HIGHER-INCOME PEOPLE

ED027638 EA002095
IS DECENTRALIZATION OF CONTROL A PARTIAL ANSWER IN BIG CITY SCHOOL DISTRICTS? 18 FEB 69, 27P.

ONE POSSIBLE SOLUTION TO THE PROBLEMS OF URBAN SCHOOLS--SUCH AS STUDENT DISENCHANTMENT, COMMUNITY TENSION, AND TEACHER AGGRESSIVENESS--IS TO GIVE SOME OF THE CONTROL OVER SCHOOL DISTRICTS BACK TO THE COMMUNITIES THEMSELVES, THAT IS, TO REVERSE THE TREND OF CENTRALIZATION. CONCERNING SCHOOL GOVERNMENT, THREE TYPES OF VALUES NEED TO BE CONSIDERED--THOSE CONCERNED WITH THE SCHOOL PROGRAM, THOSE HAVING TO DO WITH THE FINANCING OF EDUCATION, AND THOSE HAVING TO DO WITH THE CONSUMER OF PUBLIC EDUCATION. A STUDY OF THE LOUISVILLE AND JEFFERSON COUNTY, KENTUCKY SCHOOLS RECOMMENDED A MIXED PATTERN OF EDUCATIONAL GOVERNMENT FOR THAT AREA, BUT THE PLAN WAS NEVER IMPLEMENTED. NEVERTHELESS, EXPERIMENTATIONS WITH NEW FORMS OF EDUCATIONAL GOVERNMENT ARE NEEDED AS A PRELUDE TO LARGE-SCALE EDUCATIONAL GOVERNMENT REFORM. TWO TYPES OF THESE EXPERIMENTS ARE INVENTION AND ADAPTATION. INVENTION WOULD INCLUDE MODELS OF THE COMPLETELY PLANNED, FUTURE-ORIENTED URBAN ENVIRONMENT WITHOUT REFERENCE TO EXISTING ECONOMIC, POLITICAL, OR SOCIAL INSTITUTIONS. THE ADAPTATION MODEL WOULD BE CREATED OUT OF EXISTING SOCIAL, POLITICAL, AND ECONOMIC SYSTEMS BUT CAPABLE OF SUBSTANTIAL ADAPTATION TO ACHIEVE A SET OF LOGICALLY DETERMINED VALUES. DECENTRALIZATION IS CONCLUDED TO BE NO MORE THAN A PARTIAL ANSWER IN BIG-CITY SCHOOL DISTRICTS. (HW)

ED027643 EA002221
ADMINISTRATOR TECHNIQUES IN COLLECTIVE NEGOTIATIONS: A GUIDE TO RECENT LITERATURE. BIBLIOGRAPHY SERIES, NUMBER ELEVEN. PIELE, PHILIP K., COMP.; HALL, JOHN S., COMP., APR 69, 23P.

THIS ANNOTATED BIBLIOGRAPHY CONTAINS 44 ENTRIES DEALING WITH VARIOUS ADMINISTRATOR TECHNIQUES USED IN COLLECTIVE NEGOTIATIONS. AN INDEX IS PROVIDED FOR ACCESS TO SPECIFIC TOPICS COVERED BY THE ENTRIES. THESE TOPICS INCLUDE (1) THE SCOPE AND EXAMPLES OF NEGOTIABLE ITEMS, (2) COLLECTING AND ORGANIZING BACKGROUND DATA, (3) THE STRUCTURE AND COMPOSITION OF THE NEGOTIATING TEAM, (4) THE NEGOTIATION ENVIRONMENT, (5) GROUND RULES AND PROCEDURES FOR THE PROCESS OF NEGOTIATION, (6) PROPOSALS AND COUNTERPROPOSALS, (7) AVOIDING AND RESOLVING IMPASSES, AND (8) WRITING AND IMPLEMENTING THE FINAL OUTCOME. THE ENTRIES DATE FROM 1966 TO THE PRESENT. (HW)

ED027646 EA002224
BIBLIOGRAPHY OF SCHOOL LAW DISSERTATIONS, 1952-1968. BIBLIOGRAPHY SERIES, NUMBER THIRTEEN. APR 69, 43P.

FIVE HUNDRED AND THREE DISSERTATIONS ON SCHOOL LAW ARE LISTED UNDER 25 MAJOR SUBJECT CATEGORIES, WITH AUTHOR'S NAME, FULL DISSERTATION TITLE, INSTITUTIONAL SOURCE, AND DATE OF COMPLETION CITED. WHERE APPLICABLE, REFERENCES TO DISSERTATION ABSTRACTS ARE MADE FOR DISSERTATIONS ABSTRACTED THEREIN. THE MAJOR CATEGORIES INCLUDE GENERAL ADMINISTRATION, BUSINESS AFFAIRS, CERTIFICATION, CHURCH-STATE RELATIONSHIPS, COLLECTIVE BARGAINING, CURRICULUM, DESEGREGATION, FEDERAL INVOLVEMENT, FINANCE, FOREIGN EDUCATION, HIGHER EDUCATION, LEGISLATURES AND LEGISLATION, PUPILS, SCHOOL BOARDS, SCHOOL BUILDINGS AND SITES, STATE DEPARTMENTS AND BOARDS, STATE SCHOOL DISTRICT ORGANIZATION, TEACHING PERSONNEL, TENURE AND WORKMEN'S COMPENSATION, TRANSPORTATION, AND VOCATIONAL EDUCATION. (JK)

ED027651 EC002475
DEMONSTRATION CENTER-PART ONE, SECONDARY SCHOOL PROGRAMS FOR GIFTED STUDENTS IN ENGLISH, SOCIAL SCIENCE, MATHEMATICS AND SCIENCE (THE DEMONSTRATION PROJECT FOR GIFTED CHILDREN). FINAL REPORT. JACKSON, DAVID M.; ROGGE, WILLIAM M., OCT 67, 63P.

A STUDY OF DEMONSTRATION AS A TECHNIQUE IN DISSEMINATING NEW MATERIALS AND METHODS FOR EDUCATING GIFTED YOUTH, THE PROJECT WAS BEGUN IN APRIL OF 1963 AND TERMINATED DECEMBER 31, 1966. DEMONSTRATION CENTERS WERE ESTABLISHED IN NINE ILLINOIS SCHOOL DISTRICTS: SEVEN IN MATHEMATICS, FIVE IN SOCIAL STUDIES, THREE IN ENGLISH, AND TWO IN SCIENCE. THE GIFTED CHILDREN PARTICIPATING IN THESE DEMONSTRATIONS DURING THE 1966-67 ACADEMIC YEAR TOTALED AN ESTIMATED 22,810. THROUGH 1967, AN ESTIMATED 10,300 TEACHERS HAD VISITED THE 23 DEMONSTRATION CENTERS ESTABLISHED IN 1964-65. AS THE PROJECT EVOLVED, A DEMONSTRATION DIRECTOR WAS EMPLOYED, AND THE COORDINATOR ACTED AS A LIAISON BETWEEN THE STATE AND FEDERAL PROJECTS. TWO-HUNDRED-FORTY PROSPECTIVE DEMONSTRATION TEACHERS WERE GIVEN SPECIAL SUMMER TRAINING

ED027662 EC003460
A SUMMARY OF SELECTED LEGISLATION RELATING TO THE HANDICAPPED, 1963-1967. MAY 68, 49P.

HC NOT AVAILABLE FROM EDRS.

THE 26 MAJOR LAWS ENACTED BETWEEN 1963 AND 1967 WHICH AFFECTED THE HANDICAPPED ARE CONSIDERED. THE HISTORICAL DEVELOPMENT OF FOUR MAJOR LAWS INCLUDES THE SOCIAL SECURITY ACT AMENDMENTS OF 1963, 1964, 1965, AND 1967

ED027688 EC003755
ORTHOPEDICALLY HANDICAPPED CHILDREN IN OHIO PUBLIC SCHOOLS. NAPLES, VICTOR J.; TODD, JOSEPH H., JUN 68, 50P.

THE HISTORICAL DEVELOPMENT OF PROGRAMS FOR ORTHOPEDICALLY HANDICAPPED CHILDREN, CLASS UNITS AND HOSPITAL CLASSES APPROVED DURING 1967-68, AND THE NUMBER OF THERAPY UNITS ESTABLISHED ARE PRESENTED. TABLES GIVE DATA ON PROGRAM POPULATION: ENROLLMENT FOR YEARS 1962-68, PERCENT OF HANDICAPS ENROLLED, AND IQ DISTRIBUTIONS. ASPECTS OF OCCUPATIONAL THERAPY DESCRIBED ARE SELF HELP SKILLS, COMMUNICATION PROBLEMS, MUSCLE STRENGTH, COORDINATION, SOCIAL AND EMOTIONAL DEVELOPMENT, AND SPECIAL EQUIPMENT

ED027693 EC003820
EXCEPTIONAL PUPILS. SPECIAL EDUCATION BULLETIN NUMBER 1. 68, 129P.

AN INTRODUCTION TO EXCEPTIONAL CHILDREN PRECEDES A DISCUSSION

ED027701 EF002321
EDUCATION PARKS. ANNUAL NOVA UNIVERSITY CONFERENCE (2ND, FORT LAUDERDALE, FLORIDA, APRIL 17-19, 1968). JUN 68, 84P.

CONDENSATION OF FIVE SPEECHES CONCERNING THE NEED FOR, PLANNING OF, AND NATURE OF EDUCATIONAL PARKS. SUMMARIES OF DISCUSSIONS AND RECOMMENDATIONS OF CONFERENCE GROUPS ARE PRESENTED CONCERNING THE FOLLOWING FACETS OF THE EDUCATIONAL PARK--(1) CLIENTELE, (2) CURRICULUM AND INSTRUCTION, (3) FACILITIES, AND (4) FISCAL, MANAGEMENT, AND SOCIAL ASPECTS. A SECTION DEFINING THE CHARACTERISTICS OF AN EDUCATION PARK IS INCLUDED. (FS)

ED027702 EF002350
EDUCATIONAL FACILITY ABSTRACT JOURNAL 1968. 68, 145P.

THIS COMPENDIUM OF THE EDUCATIONAL FACILITIES ABSTRACT JOURNAL PROVIDES IN ORGANIZED FORM THE CONTENT OF EIGHT SEPARATE PUBLICATIONS OF THE COUNCIL OF EDUCATIONAL FACILITY PLANNERS ABSTRACT SERVICE. IT IS COMPOSED OF RESUMES OF SCHOOL PLANT RESEARCH AND PLANNING INFORMATION OF NATIONAL RELEVANCE. DOCUMENT RESUMES ARE ORGANIZED IN THE FOLLOWING CATEGORIES--(1) DETERMINING SCHOOL PLANT REQUIREMENTS, (2) ARCHITECTURAL SERVICES, (3) LEGAL ASPECTS, (4) FINANCE, (5) THE BUILDING--GENERAL AND TECHNICAL ASPECTS, (6) THE BUILDING--INSTRUCTIONAL ROOMS AND SPECIAL PURPOSE ROOMS, AND (7) OPERATION AND MAINTENANCE OF PLANT. A CROSS-REFERENCE INDEX IS INCLUDED. (FS)

ED027705 EF002561
NEW IDEAS IN CONSTRUCTION FOR VOCATIONAL EDUCATION. [DEC 68], 13P.

ONE OF THE MOST DRAMATIC DEVELOPMENTS OF THE NEW EDUCATIONAL PROGRAMS IS THE INCREASE IN THE CONSTRUCTION OF AREA VOCATIONAL SCHOOLS IN THE PAST TWO AND A HALF YEARS FROM A TOTAL OF 405 TO 975. THE ANTICIPATED ENROLLMENTS BY 1975 WILL ALMOST TRIPLE THE PRESENT ENROLLMENTS, AND TO ACCOMMODATE THEM THERE IS A NEED FOR 1,885 VOCATIONAL AREA SCHOOLS. BY 1975, EDUCATORS WILL BE FACED WITH A DEFICIT OF OVER ONE MILLION STUDENT PLACES. REGARDING THESE AREA VOCATIONAL SCHOOLS, DISCUSSION CENTERS AROUND THE FOLLOWING--(1) THE CONCEPT OF FLEXIBILITY AND ADAPTABILITY, (2) ENVIRONMENTAL STANDARDS, (3) ACOUSTICAL CONTROL, (4) INSTRUCTIONAL STAFF, (5) OCCUPATIONAL CLUSTERS, (6) LIBRARY, (7) FACILITIES FOR THE HANDICAPPED, (8) STORAGE FACILITIES, AND (9) LARGE CITY PROBLEMS. VOCATIONAL-TECHNICAL FACILITIES ARE ILLUSTRATING THE FOLLOWING TRENDS--(1) GREATER EMPHASIS ON THE AESTHETIC DESIGN VALUES, (2) PRIME FEATURES OF FLEXIBILITY, ADAPTABILITY, MODULAR UNITS, (3) ENVIRONMENTAL CONTROL, (4) PREPARATION ROOM, (5) TEACHER OCCUPATIONAL CLUSTERS, (6) STUDENT LOUNGES-CANTEEN AREAS, (7) LIBRARY-TECHNICAL RESOURCE CENTER, (8) CENTRALIZED RECEIVING AREA, (9) FACILITIES FOR THE HANDICAPPED, AND (10) SINGLE SCHOOL VERSUS EDUCATIONAL PARK PLAZAS. (RK)

ED027710 EF002624
METHODS OF BUILDING COST ANALYSIS. 61, 86P.

PRESENTATION OF SYMPOSIUM PAPERS INCLUDES--(1) A STUDY DESCRIBING TECHNIQUES FOR ECONOMIC ANALYSIS OF BUILDING DESIGNS, (2) THREE CASE STUDIES OF ANALYSIS TECHNIQUES, (3) PROCEDURES FOR MEASURING THE AREA AND VOLUME OF BUILDINGS, AND (4) AN OPEN FORUM DISCUSSION. CASE STUDIES EVALUATE--(1) THE THERMAL ECONOMICS OF BUILDING ENCLOSURES, (2) AN ECONOMIC ANALYSIS OF INTEGRATED LIGHTING, AND (3) COMPUTER OPTIMIZATION OF BUILDING SYSTEMS OF MORE THAN THREE VARIABLES. (MH)

ED027712 EF002655
SPACES FOR INNOVATION. JAN 67, 4P.
DOCUMENT NOT AVAILABLE FROM EDRS.

THE PLANNING AND DESIGNING OF SCHOOL BUILDINGS HAS BECOME THE JOB OF A HIGHLY COMPETENT TEAM INCLUDING PATRONS, PROFESSIONAL EDUCATORS, AND ARCHITECTS EACH WITH HIS SPECIAL CONTRIBUTION TO THE PROCESS. THE PATRON'S ROLE IS THAT OF SUPPORT AND COMMITMENT TO A CERTAIN QUANTITY AND QUALITY OF EDUCATION. TEACHERS DESCRIBE THE OBJECTIVES, THE TEACHING-LEARNING ACTIVITIES AND THE CONSEQUENT SPACE AND ENVIRONMENT TO DO THE JOB. ARCHITECTS DESIGN AND ENGINEER THE SPACES DESCRIBED BY THE EDUCATORS. THE WHOLE PLANNING AND DESIGNING PROCESS SETS THE ORDER FOR TRADITION BUT MUST PRESENTLY ENHANCE ALL THAT IS CURRENTLY KNOWN ABOUT PROVIDING THE MAXIMUM OPTIONS FOR STUDENTS AND PROVIDE SPACES THAT CAN BE EFFECTIVELY AND EFFICIENTLY ALTERED TO ACCOMMODATE THE FUTURE. INNOVATIONS AND THE RAPID ADOPTION OF INNOVATIONS PLACES CERTAIN DEMANDS UPON THE MODERN SCHOOL FACILITY. FLEXIBILITY SHOULD BECOME A CONDITION THAT IS ESSENTIAL TO THE CONTINUOUS RAPID ADOPTION AS WELL AS ACCOMMODATION OF THE CURRENT VARIED PATTERNS OF INSTRUCTION BY WHICH UNIQUE INDIVIDUALS CAN LEARN. (RK)

ED027724 EF002864
SUGGESTIONS FOR DEVELOPING EDUCATIONAL SPECIFICATIONS. 63, 11P.

IN THE PREPARATION OF WRITTEN EDUCATIONAL SPECIFICATIONS, THE CONTENT, ORGANIZATION AND METHOD OF PRESENTATION OF MATERIALS ARE FAR FROM STANDARDIZED WITH NO ONE PATTERN BEING ADVOCATED. THERE ARE, HOWEVER, CERTAIN STANDARDS OR CRITERIA WHICH ARE DESIRABLE FOR GUIDANCE. THE EDUCATIONAL SPECIFICATIONS SHOULD PROVIDE THE ARCHITECT WITH ALL OF THE ESSENTIAL INFORMATION WHICH HE MUST HAVE TO UNDERSTAND THE ARCHITECTURAL PROBLEM TO BE SOLVED AND THE LIMITATIONS UNDER WHICH HE MUST WORK. INCLUDED SHOULD BE --(1) A LIST OF DESIRED FACILITIES, (2) QUALITATIVE REQUIREMENTS, (3) LIMITATIONS, AND (4) BACKGROUND INFORMATION. VARIOUS RECOMMENDATIONS, A SUGGESTED OUTLINE FOR DEVELOPING EDUCATIONAL SPECIFICATIONS, AND A SUGGESTED TIME SCHEDULE ARE TOPICS DISCUSSED IN DETAIL. (RK)

ED027731 EM006864
A FEASIBILITY STUDY OF A CENTRAL COMPUTER FACILITY FOR AN EDUCATIONAL SYSTEM. FINAL REPORT. FEB 68, 173P.

THE FEASIBILITY OF USING A CENTRALIZED DATA PROCESSING FACILITY TO SEVER A LARGE GROUP OF SECONDARY SCHOOLS AND THE CAPABILITIES OF TWO ALTERNATIVE SYSTEMS WERE INVESTIGATED. THE POPULATION TO BE SERVED INCLUDED 100,000 STUDENTS IN GRADES 9-14 ATTENDING 50 SCHOOLS IN AN AREA HAVING A HUNDRED MILE RADIUS. SERVICE REQUIREMENTS WERE DEFINED TO INCLUDE ADMINISTRATIVE USES, INSTRUCTIONAL AND PRACTICE USE BY STUDENTS, AND FACULTY ANALYSES IN SUPPORT OF ACADEMIC STUDIES. PROCEDURE WAS THEN DEVELOPED FOR TRANSLATING PARAMETERS OF SCHOOL USAGE INTO LOAD ESTIMATES A SYSTEM WOULD BE REQUIRED TO MEET. FOLLOWING A REVIEW OF THE EXPERIENCE OF TWELVE INSTITUTIONS CURRENTLY USING COMPUTER SYSTEMS, TWO ALTERNATIVE SYSTEMS--TIME-SHARING WITH KEYBOARD TERMINALS AND REMOTE BATCH-PROCESSING WITH READER/PRINTER TERMINALS--WERE SELECTED. FINALLY A COMPUTER PROGRAM SIMULATED USER LOADING BEHAVIOR AND SYSTEMS CAPABILITIES. ON THE BASIS OF COST EFFECTIVENESS, A SYSTEM WITH REMOTE READER/PRINTER TERMINALS WAS FAVORED. THE CONCLUDING RECOMMENDATION SUPPORTED INCLUSION OF THE PLANNING AND BUDGETING REQUIREMENT FOR A CENTRALIZED FACILITY IN THE NEAR TERM PROGRAM OF THE U.S. OFFICE OF EDUCATION. (SS)

ED027735 EM007073
GUIDELINES FOR AN ADEQUATE INVESTMENT IN INSTRUCTIONAL MATERIALS FULMER, LEMOS L.; MCNAMARA, ROBERT C., JR., 67, 29P.
HC NOT AVAILABLE FROM EDRS.

ALTHOUGH PRINTED INSTRUCTIONAL MATERIAL IS THE MOST BASIC TOOL FOR CLASSROOM INSTRUCTION, IN THE SCHOOL YEAR 1966-67 A NATIONAL SURVEY SHOWED PER PUPIL EXPENDITURE FOR TEXTBOOKS TO BE ONLY $4.96. LACK OF GUIDELINES FOR EXPENDITURES ON TEXTBOOKS, FAILURE TO USE SOUND BUDGETARY PRACTICES, INADEQUATE TEACHER INVOLVEMENT IN DECISIONS AFFECTING TEXTS, AND LACK OF KNOWLEDGE ABOUT THE MERITS AND USEFULNESS OF MODERN TEXTS HAVE HINDERED THE ACQUISITION OF ADEQUATE TEXTS. THE AMOUNT BUDGETED FOR PRINTED MATERIAL SHOULD ALLOW A SELECTION OF BASIC TEXTS

ED027736 EM007097
A STUDY TO FORMULATE QUANTITATIVE GUIDELINES FOR THE AUDIO-VISUAL COMMUNICATIONS FIELD. FINAL REPORT. FARIS, GENE; SHERMAN, MENDEL, AUG 68, 147P.

QUANTITATIVE GUIDELINES FOR USE IN DETERMINING THE AUDIOVISUAL (AV) NEEDS OF EDUCATIONAL INSTITUTIONS WERE DEVELOPED BY THE OCTOBER 14-16, 1965 SEMINAR OF THE NDEA (NATIONAL DEFENSE EDUCATION ACT), FARIS-SHERMAN STUDY. THE GUIDELINES THAT EMERGED WERE BASED IN PART ON A REVIEW OF PAST EFFORTS AND EXISTING STANDARDS BUT PRIMARILY REFLECTED THE DIVERSE AND EXTENSIVE EXPERIENCE OF THE AUDIOVISUAL EXPERTS PARTICIPATING. TENTATIVE STANDARDS WERE PRESENTED TO THE DEPARTMENT OF AUDIOVISUAL INSTRUCTION, NATIONAL EDUCATION ASSOCIATION FOR ENDORSEMENT. A PRELIMINARY DISTRIBUTION OF THOUSANDS OF COPIES OF THE INTERIM REPORT WAS MADE TO SCHOOLS, INDUSTRIES, PROFESSIONAL SOCIETIES, AND ACCREDITING AGENCIES. SUBSEQUENTLY, A QUESTIONNAIRE STUDY ELICITED OPINIONS ON THE VALUE OF STANDARDS AND THEIR STRENGTHS AND WEAKNESSES FROM AV SPECIALISTS THROUGHOUT THE COUNTRY.

ED027737 EM007103
FEASIBILITY STUDY FOR A REMOTE TERMINAL CENTRAL COMPUTING FACILITY SERVING SCHOOL AND COLLEGE INSTITUTIONS. VOLUME I, FUNCTIONAL REQUIREMENTS. [67], 129P.

THE ECONOMIC AND TECHNICAL FEASIBILITY OF PROVIDING A REMOTE TERMINAL CENTRAL COMPUTING FACILITY TO SERVE A GROUP OF 25-75 SECONDARY SCHOOLS AND COLLEGES WAS INVESTIGATED. THE GENERAL FUNCTIONS OF A CENTRAL FACILITY FOR AN EDUCATIONAL CLUSTER WERE DEFINED TO INCLUDE TRAINING IN COMPUTER TECHNIQUES, THE SOLUTION OF STUDENT DEVELOPMENT PROBLEMS IN MATHEMATICS AND THE SCIENCES, AND BASIC ADMINISTRATIVE TASKS. AN ANALYSIS OF TASK REQUIREMENTS IN TERMS OF DEMAND ESTIMATES WAS FOLLOWED BY THE SELECTION OF EQUIPMENT AND SYSTEMS STRUCTURE FOR FOUR MODEL REGIONS DIFFERING IN NUMBER OF SCHOOLS AND AVERAGE ENROLLMENT. THE DELINEATED SYSTEMS WERE THEN VALIDATED BY SAMPLING ACTUAL REQUIREMENTS OF A GEOGRAPHIC AREA APPROXIMATING ONE OF THE MODEL REGIONS AND FITTING DERIVED DEMAND REQUIREMENTS TO SYSTEM CAPACITIES. THE COMPUTER SYSTEM SIMULATOR PROGRAM DEVELOPED BY IBM WAS ALSO EMPLOYED TO EVALUATE THE SYSTEM'S WORKLOAD CAPACITIES AND DETERMINE PROBABLE RESPONSE TIMES. BOTH SIMULATION TECHNIQUES INDICATED THE SYSTEM CONFIGURATIONS WOULD BE ENTIRELY FEASIBLE AND WITHIN GIVEN COST RANGES. A RECOMMENDATION WAS MADE FOR FURTHER STUDY AND PILOT IMPLEMENTATION. DETAILS OF COST

ESTIMATES AND SIMULATION PROCEDURES ARE INCLUDED IN APPENDICES. (SS)

ED027742 EM007129
RESPONSIVE ENVIRONMENT PROGRAM: BROOKLYN, N.Y. SEP 68, 213P.

UNDER THE AUSPICES OF THE NEW YORK BOARD OF EDUCATION AND FUNDED THROUGH THE OFFICE OF ECONOMIC OPPORTUNITY, 20 EDISON RESPONSIVE ENVIRONMENT (ERE) MACHINES ("TALKING TYPEWRITERS") WERE ACQUIRED, AND A RESEARCH AND DEMONSTRATION PROJECT FOR DISADVANTAGED STUDENTS OF A MAJOR METROPOLITAN AREA WAS DEVELOPED. A TOTAL OF 238 PRIMARY AND SECONDARY SCHOOL CHILDREN ATTENDED THE REP CENTER DAILY FOR A NINE-MONTH PERIOD, AND A GROUP OF FUNCTIONALLY ILLITERATE ADULTS COMPLETED AN EVENING PROGRAM ON A VOLUNTARY BASIS. MULTIVARIATE ANALYSES OF PRE- AND POST-PROGRAM ACHIEVEMENT MEASURES INDICATED STRIKING BUT INCONSISTENT RESULTS. SIGNIFICANT DIFFERENCES ON AN ALPHABET RECOGNITION TEST FOR PRE-SCHOOL AND KINDERGARTEN CHILDREN AND THREE VERBAL ABILITY TESTS FOR FIRST GRADERS FAVORED REP PARTICIPANTS IN COMPARISON WITH CONTROL GROUPS. HOWEVER, NO SIGNIFICANT DIFFERENCES ON THE THREE VERBAL ABILITY TESTS WERE OBTAINED AT THE SECOND-GRADE LEVEL. SECONDARY SCHOOL PARTICIPANTS EVIDENCED GREATER READING COMPREHENSION GAINS THAN CONTROL STUDENTS WITH NO DIFFERENCES DISCERNIBLE ON A WORD KNOWLEDGE MEASURE. THE DEMONSTRATED EFFICACY OF THE PROGRAM ON VERBAL ABILITY GROWTH AND THE MOTIVATIONAL IMPROVEMENTS OBSERVED WERE CONSIDERED VALIDATION OF RESPONSIVE ENVIRONMENT CONCEPTS. (SS)

ED027752 EM007156
TEACHERS IN TELEVISION AND OTHER MEDIA 69, 75P.
HC NOT AVAILABLE FROM EDRS.

A SURVEY OF 156 INSTITUTIONS USING TELEVISION AND OTHER EDUCATIONAL MEDIA WAS CONDUCTED TO DETERMINE THE EXTENT AND NATURE OF CONTRACTS OR SPECIFIC POLICIES DEFINING THE RIGHTS AND RESPONSIBILITIES OF TEACHERS USING EDUCATIONAL MEDIA. THE SURVEY AIMED AT BOTH DISCOVERING PRESENT TRENDS IN POLICIES AND PRACTICES AND FORMING A COMPENDIUM OF COMPARATIVE INFORMATION FOR FUTURE POLICYMAKERS. SIGNIFICANTLY, NEARLY ONE-FOURTH OF THOSE RESPONDING TO THE SURVEY REPORTED NO POLICIES GOVERNING THE USE OF EDUCATIONAL MEDIA. THE REMAINING THREE-QUARTERS REPORTED A WIDE RANGE OF POLICIES, WHICH ARE BROKEN DOWN ACCORDING TO TYPE OF MEDIA USED AND AREA OF POLICY DECISION, INCLUDING TEACHER SALARY, WORK LOAD, OWNERSHIP RIGHTS TO MEDIA MATERIALS, REVISION AND TERMINATION RIGHTS, RIGHTS TO REUSE OF MATERIALS WITHIN OR OUTSIDE THE CONTRACTING INSTITUTION, AND LIABILITY OF TEACHERS. SAMPLE CONTRACTS AND POLICY STATEMENTS ARE INCLUDED WITH BIBLIOGRAPHY AND FULL SURVEY DATA IN APPENDICES. (BB)

ED027755 EM007187
EDUCATIONAL TECHNOLOGY--THE WHITE ELEPHANT. 11 MAR 69, 20P.

A TEN YEAR EXPERIMENT IN EDUCATIONAL TECHNOLOGY SPONSORED UNDER TITLE VII OF THE NATIONAL DEFENSE EDUCATION ACT (NDEA) DEMONSTRATED THE FEASIBILITY OF LARGE-SCALE EDUCATIONAL SYSTEMS WHICH CAN EXTEND EDUCATION TO ALL WHILE PERMITTING THE INDIVIDUALIZATION OF INSTRUCTION WITHOUT SIGNIFICANT INCREASE IN COST (THROUGH TELEVISION, COMPUTER SYSTEMS, MICROFORM TECHNIQUES, AND MULTI-MEDIA PROGRAMMING). ADOPTION OF NEW TECHNOLOGY HAS BEEN SLOW, HOWEVER, DUE TO ITS HIGH COST SO SMALL SCHOOL DISTRICTS, THE LOSS OF LOCAL AUTONOMY INVOLVED IN ACCEPTING REGIONAL SYSTEMS, AND UNWILLINGNESS TO INVEST IN SYSTEMS OF UNPROVEN SUCCESS IN THE FIELD. THE FRAGMENTED NATURE OF EDUCATION TENDS TO RESTRICT THE SPREAD OF NEW TECHNOLOGY, ESPECIALLY TO SMALL OR REMOTE DISTRICTS AND TO MINORITY GROUPS, WHERE ITS EFFECT WOULD BE GREATEST IN GUARANTEEING A MINIMUM LEVEL OF EDUCATION. QUALITY MATERIALS MUST BE DEVELOPED FOR PRESENTATION, AND LARGER COST ACCOUNTING UNITS ARE NEEDED. MEDIA USE IS INEFFECTIVE UNLESS THE WHOLE EDUCATIONAL SYSTEM IS GEARED TO TAKE ADVANTAGE OF IT: WHAT IS NOW NEEDED ARE DEVELOPMENT PROJECTS TO ORGANIZE THESE RESEARCH FINDINGS INTO EFFECTIVE SYSTEMS. (RB)

ED027774 FL001060
ALTERNATIVE APPROACHES TO STAFFING THE ELEMENTARY FOREIGN LANGUAGE PROGRAM: COST AND TIME VS. ACHIEVEMENT AND SATISFACTION. MAY 68, 9P.

BASED ON A PH.D. DISSERTATION ON AN EXPERIMENT INVOLVING THE TEACHING OF FRENCH WITH THE WIDELY USED "PARLONS FRANCAIS" COURSE TO THREE GROUPS OF GRADE 4 STUDENTS, THIS ARTICLE COMPARES AND EVALUATES THE METHODS OF STAFFING AND IMPLEMENTING THESE FLES PROGRAMS DESCRIBED IN THE REPORT. THE INSTITUTIONAL APPROACH METHODS ASSESSED ARE--(1) CLASSROOM TEACHER AND TELEVISION, (2) SPECIALIST AND TELEVISION, AND (3) CLASSROOM TEACHER AND 8 MM. COLOR-SOUND FILM. INCLUDED ARE ANALYSES OF COST AND TIME FACTORS AND REMARKS ABOUT TEACHER AND ADMINISTRATOR SATISFACTIONS. CONSIDERABLE ATTENTION IS GIVEN TO THE STAFFING IMPLICATIONS OF THIS RESEARCH. (AF)

ED027779 FL001098
MODERN FOREIGN LANGUAGES: SUMMARIES OF STATE SUPERVISORY AND RELATED SERVICES, TITLE III. 1962 NARRATIVE REPORTS. INSTRUCTIONAL RESOURCES JAN 63, 60P.

BRIEF DESCRIPTIONS OF NDEA TITLE III SUPERVISORY PROGRAMS IN MODERN LANGUAGES ARE ARRANGED BY STATE. DESCRIBED UNDER THE STATE HEADINGS IS THE WORK OF EACH SUPERVISOR OR CONSULTANT AT INDIVIDUAL CONFERENCES IN PRESENTING FOREIGN LANGUAGE METHODS, MATERIALS, EQUIPMENT, AND INSERVICE TRAINING TO LANGUAGE TEACHERS. ADDITIONAL STATE NEEDS AND SPECIAL PROBLEMS ARE ALSO NOTED. THE MERITS OF AN AUDIOLINGUAL APPROACH IS THE SUBJECT OF MANY OF THE CONFERENCES WHILE DEMONSTRATIONS ON THE PROPER USE OF THE LANGUAGE LABORATORY AND OUTLINES OF THE STATE CURRICULUM GUIDES ARE FEATURED IN OTHERS. SURVEY DATA ARE INCLUDED AND TRENDS ARE IDENTIFIED. (DS)

ED027811 FL001286
DIAGNOSING THE DECREASE IN FOREIGN LANGUAGE ENROLLMENT. 6 JAN 69, 4P.

A QUESTIONNAIRE FOR STUDENTS DISCONTINUING THEIR FOREIGN LANGUAGE STUDY IS PRESENTED ALONG WITH SUGGESTIONS FOR ITS ADMINISTRATION AND USE AS A DIAGNOSTIC TOOL FOR ADMINISTRATORS. THE BRIEF FORM COVERS SUCH FACTORS AS--(1) REASONS FOR DROPPING THE LANGUAGE, (2) AVAILABILITY OF ADVANCED COURSES, (3) NOTIONS OF FLUENCY, (4) STUDENT OBJECTIVES, (5) SCHOOL TRANSFER, (6) FEELINGS ABOUT NATIVE SPEAKERS OF THE LANGUAGE, (7) INFLUENCE OF GRADES, AND (8) THE INFLUENCE OF OTHERS IN MAKING THE DECISION. (AF)

ED028007 RC003324
MIGRANT PROGRAMS, FISCAL YEAR 1968 (SCHOOL YEAR 1967-68). ANNUAL EVALUATION REPORT. OCT 68, 35P.

ELEMENTARY AND SECONDARY EDUCATION ACT, TITLE I, MEXICAN AMERICAN MIGRANT PROGRAMS IN THE STATE OF IOWA STRESSED LOW PUPIL-TEACHER RATIO, ESTABLISHMENT OF STUDENTS' EDUCATIONAL ATTAINMENT, AND USE OF UNGRADED CURRICULUM. SINCE THE LANGUAGE BARRIER WAS IDENTIFIED AS A MAJOR OBSTACLE TO INFORMATION TRANSMISSION IN THE CLASSROOM, ORAL LANGUAGE CONCEPTS AND SPANISH-SPEAKING TEACHER AIDES WERE UTILIZED. NUTRITIONAL REQUIREMENTS OF THESE DISADVANTAGED CHILDREN WERE MET DAILY BY FREE BREAKFASTS AND LUNCHES. A HEALTH PROGRAM INCLUDING FULL MEDICAL AND DENTAL SERVICES WAS INSTITUTED. FIELD TRIPS AND PARTIES, AS WELL AS ORGANIZED PHYSICAL EDUCATION ACTIVITIES PROVIDED CULTURAL ENRICHMENT OPPORTUNITIES. IT WAS FOUND THAT THE MAJOR OBSTACLE TO THE MIGRANT PROGRAMS WAS FINANCIAL. BY SHIFTING FUNDS FROM DISTRICTS NOT UTILIZING THEIR TOTAL ALLOCATION, IT WAS POSSIBLE TO SUSTAIN THE MEXICAN AMERICAN MIGRANT PROGRAMS. (DA)

ED028023 RE001411
EDUCATIONAL SURVEY TO DETERMINE READING DISABILITIES. HODGES, KATHLEEN M.; AND OTHERS, APR 68, 11P

UNDER AN ESEA/TITLE III PLANNING GRANT, A SURVEY OF 11,311 STUDENTS IN GRADES 4 THROUGH 7 IN 12 RURAL CENTRAL GEORGIA SCHOOL SYSTEMS WAS UNDERTAKEN TO IDENTIFY READING DISABILITY. RESULTS INDICATED THAT APPROXIMATELY ONE-FOURTH OF THESE STUDENTS WAS READING MORE THAN 1“ YEARS BELOW THEIR EXPECTANCY LEVELS AS DETERMINED BY A RECOGNIZED FORMULA. AN EXPERIMENTAL REMEDIAL PROGRAM WAS CONDUCTED WITH 26 OF THE SEVERELY DISABLED READERS. AVERAGE GAINS AS DETERMINED BY STANDARDIZED TESTS FOR THE 24 CHILDREN WHO COMPLETED THE 9-MONTH PROGRAM WERE SIGNIFICANT. AVERAGE GROWTH RATES IN READING WERE APPROXIMATELY TWICE THOSE FOR PREVIOUS SCHOOL YEARS. THIS EXPERIMENTAL PROGRAM WILL BE EXPANDED INTO FULL-SCALE PREVENTATIVE AND REMEDIAL PROGRAMS. (BS)

ED028117 SP002247
PACE CONFERENCE ON INNOVATION. A REPORT BY THE PRESIDENT'S NATIONAL ADVISORY COUNCIL ON SUPPLEMENTARY CENTERS AND SERVICES, TITLE III, ELEMENTARY AND SECONDARY EDUCATION ACT. 68, 158P.

THIS DOCUMENT REPORTS A CONFERENCE, ATTENDED BY REPRESENTATIVES FROM THE 50 STATES, WHICH ATTEMPTED TO EASE THE WAY FOR THE TRANSITION OF THE ADMINISTRATIVE AUTHORITY FOR THE PACE PROGRAM (ELEMENTARY AND SECONDARY EDUCATION ACT, TITLE III, PROJECTS TO ADVANCE CREATIVITY IN EDUCATION) FROM THE DIRECT CONTROL OF THE U.S. OFFICE OF EDUCATION TO THE STATE DEPARTMENTS OF EDUCATION.

ED028118 SP002261
EARLY EDUCATION POLLAK, RUTH S., ED.; FREED, JUDITH G., ASSOC. ED., SEP 68, 75P.

THIS REPORT PRESENTS RECOMMENDATIONS FOR THE ESTABLISHMENT OF AN EARLY EDUCATION PROGRAM BASED ON THE PASSOW REPORT (THAT THE DISTRICT OF COLUMBIA UNDERTAKE A MAJOR PROGRAM OF SCHOOLING FOR DISADVANTAGED PRESCHOOL CHILDREN, AND THAT THIS PROGRAM BE INTEGRATED INTO THE SCHOOL SYSTEM). A LARGE PORTION OF THE REPORT DISCUSSES THE RATIONALE OF THE PROGRAM: IT WILL FOSTER PHYSICAL HEALTH, INTELLECTUAL GROWTH, HEALTHY SOCIAL AND EMOTIONAL DEVELOPMENT, OPPORTUNITIES FOR PARENTS AND TEACHERS TO WORK TOGETHER, AND GROWTH OF SELF-ESTEEM IN THE CHILD. A PROGRAM FOR WASHINGTON IS PROPOSED WITH PRELIMINARY GROUND RULES CONCERNING PHYSICAL FACILITIES, CURRICULUM DEVELOPMENT (EMPHASIZING THE RATIONALE OF THE PROGRAM), PARENTAL INVOLVEMENT, AND SUPPORTIVE SERVICES. PRESENTED IN MORE DETAIL ARE DESCRIPTIONS OF STAFF DEVELOPMENT WITH SECTIONS ON THE ROLES AND DEPLOYMENT OF THE PROGRAM DIRECTION, COORDINATORS, TEACHERS, ASSISTING TEACHER, AND COMMUNITY AIDES

ED028149 SP002460
NATIONAL ADVISORY COUNCIL ON EDUCATION PROFESSIONS DEVELOPMENT. SECOND ANNUAL REPORT. JAN 69, 76P.

THE SECOND ANNUAL REPORT OF THE NATIONAL ADVISORY COUNCIL ON EDUCATION PROFESSIONS DEVELOPMENT, ADDRESSED TO THE PRESIDENT AND TO CONGRESS, PRESENTS RECOMMENDATIONS IN THE USE AND TRAINING OF EDUCATIONAL PERSONNEL FOR EDUCATIONAL IMPROVEMENT. THE REPORT IS DIVIDED INTO SECTIONS WHICH INCLUDE RECOMMENDATIONS CONCERNING LEGISLATION AND APPROPRIATIONS FOR IMPROVING EDUCATIONAL PROGRAMS

ED028211 UD007834
EVALUATION OF TITLE I (ESEA) PROGRAMS, 1967-1968. 68, 96P.

FEDERAL FUNDS GRANTED TO LOCAL SCHOOL DISTRICTS UNDER TITLE I OF THE ELEMENTARY AND SECONDARY EDUCATION ACT ARE SPECIFICALLY INTENDED TO ASSIST THE LOCAL DISTRICT IN MEETING THE SPECIAL NEEDS OF EDUCATIONALLY DISADVANTAGED CHILDREN. DURING THE 1967-68 SCHOOL YEAR, THE MILWAUKEE PUBLIC SCHOOLS RECEIVED MORE THAN 2" MILLION DOLLARS OF TITLE I FUNDS WHICH WERE USED TO SUPPORT DIFFERENT PROGRAMS FROM KINDERGARTEN THROUGH GRADE 12. THE DEPARTMENT OF EDUCATIONAL RESEARCH WAS RESPONSIBLE FOR DEVELOPING AN EVALUATION PLAN TO AID IN DETERMINING THE DEGREE TO WHICH THE AIMS AND GOALS OF THE TITLE I ACTIVITIES WERE BEING MET. THIS TASK REQUIRED THE RESEARCH STAFF TO WORK COOPERATIVELY WITH PROJECT DIRECTORS AND SCHOOL PERSONNEL IN THE TRANSLATION OF GOALS INTO STATEMENTS OF EXPECTED CHANGES IN OBSERVABLE BEHAVIOR, IN THE SELECTION OR DEVELOPMENT OF TESTS OR INSTRUMENTS WITHIN THE SCHOOLS, IN THE COLLECTION OF APPROPRIATE DATA, AND IN THE ANALYSIS AND INTERPRETATION OF THE FINDINGS. (AUTHOR)

ED028212 UD007835
EVALUATION OF ELEMENTARY SUMMER SCHOOL ESEA (TITLE I). 68, 23P.

THIS (MILWAUKEE, WISCONSIN) SUMMER SCHOOL PROGRAM WAS DESIGNED TO GIVE EDUCATIONAL EXPERIENCES WHICH WOULD IMPROVE BASIC SKILLS AND STIMULATE THE DESIRE TO LEARN OF CHILDREN FROM IMPOVERISHED HOMES. PARTICIPATION IN THE PROGRAM WAS BY INVITATION, BUT WAS ALSO VOLUNTARY SINCE PARENTAL APPROVAL WAS REQUIRED. OBJECTIVES OF THE PROGRAM WERE DIRECTED TOWARD ENRICHING AND STRENGTHENING THE CHILD'S SKILLS. GRADE ADVANCEMENT WAS NOT AN OBJECTIVE OF THIS PROGRAM. THE DATA SUPPORT THE CONCLUSION THAT THE BASIC FOCUS OF THE ESEA-ELEMENTARY SCHOOL PROGRAM HAS PRODUCED THE DESIRED RESULTS AND SHOULD BE CONTINUED. CHILDREN FROM DISADVANTAGED HOMES HAVE DEMONSTRATED MEASURABLE INCREASES IN READING AND ARITHMETIC ACHIEVEMENT DURING THE SIX WEEKS OF THE PROGRAM. (AUTHOR)

ED028214 UD007837
EVALUATION OF ESEA TITLE I PROJECTS OF CALIFORNIA SCHOOLS, ANNUAL REPORT 1967-1968. LAW, ALEXANDER I.; AND OTHERS, 68, 112P.

THE ANNUAL MANDATORY EVALUATION OF ESEA, TITLE I PROGRAMS REPORTS ON COMPENSATORY EDUCATION IN CALIFORNIA FOR THE 1967-68 SCHOOL YEAR. THE INFORMATION IS PRESENTED FOR SUBURBAN, URBAN, AND RURAL SCHOOL DISTRICTS, REMEDIAL READING, INSERVICE TRAINING, TEACHER AIDES, AND SUMMER SCHOOLS. ALSO DESCRIBED ARE THE PROGRAMS FOR INSTITUTIONALIZED NEGLECTED AND DELINQUENT YOUTH AS WELL AS PROPOSED PROVISIONS FOR THE EDUCATION OF MIGRANT CHILDREN. SELECTED EXAMPLES OF STUDENT ACHIEVEMENT GAINS ARE INCLUDED. (NH)

ED028231 UD008136
SURVEY OF SCHOOL DESEGREGATION IN THE SOUTHERN AND BORDER STATES 1965-66. FEB 66, 76P.

A 1966 REPORT OF THE U.S. COMMISSION ON CIVIL RIGHTS DEALS WITH THE STATUS OF SCHOOL DESEGREGATION STANDARDS UNDER TITLE VI OF THE CIVIL RIGHTS ACT OF 1964. THE DOCUMENT REVIEWS THE JUDICIAL CONTEXT OF THE RATE AND METHOD OF DESEGREGATION AND DESCRIBES THE STATEMENT OF POLICIES ISSUED BY THE U.S. OFFICE OF EDUCATION (OE). ALSO INCLUDED ARE INFORMATION ABOUT IMPLEMENTATION OF THE POLICY STATEMENT, FREEDOM OF CHOICE PLANS, AND THE COMPLIANCE EFFORTS OF OE. THE COMMISSION'S FINDINGS SHOW THAT "NOT MORE THAN ONE NEGRO CHILD OUT OF EVERY 13 IN THE DEEP SOUTH ACTUALLY ATTENDS SCHOOL WITH WHITE CHILDREN." MOREOVER, THIS MAINTENANCE OF SCHOOL SEGREGATION IS ATTRIBUTED TO THE MANNER IN WHICH FREE CHOICE PLANS HAVE OPERATED IN THE SOUTH. OE IS ALSO CRITICIZED FOR ITS STANDARDS OF ACCEPTANCE OF COMPLIANCE PLANS AND ITS FAILURE TO INSTITUTE ENFORCEMENT PROCEEDINGS. THE COMMISSION OFFERS EIGHT RECOMMENDATIONS FOR STRENGTHENING OE POLICIES AND PROCEDURES TO ASSURE COMPLIANCE WITH EXISTING LAWS. (NH)

ED028235 UD008146
TITLE I: HELP FOR THE EDUCATIONALLY DEPRIVED. COVEY, MARVIN L., ED; SPAULDING, JEAN, ED.. OCT 68, 69P.

THE DOCUMENT CONTAINS THE MAJOR TOPICS DISCUSSED AT OREGON STATE DEPARTMENT OF EDUCATION WORKSHOP HELD IN 1968. THE CONFERENCE WAS FUNDED BY ELEMENTARY AND SECONDARY EDUCATION ACT, TITLE I MONIES AND WAS ORGANIZED FOR SCHOOL PERSONNEL INVOLVED IN TITLE I ACTIVITIES. INCLUDED ARE ARTICLES ON THE EDUCATIONAL NEEDS OF POOR CHILDREN, PROGRAM PLANNING, EVALUATION OF TITLE I EFFORTS, USE OF PERSONNEL IN TITLE I PROJECTS, INNOVATIVE AND CREATIVE IDEAS AND TECHNIQUES, AND THE FUTURE OF TITLE I. (NH)

ED028241 VT005172
EDUCATING FOR WORK. A REPORT ON THE CURRENT SCENE IN VOCATIONAL EDUCATION AND THE COMMITTEE'S CONCLUSIONS. NATIONAL COMMITTEE PAPER NO. 2. 67, 118P.
HC NOT AVAILABLE FROM EDRS.

TO EXPLORE QUESTIONS SUCH AS: (1) WHAT KIND OF VOCATIONAL TRAINING IS REALLY NEEDED? (2) HOW MUCH SHOULD BE SPECIFIC, AND HOW MUCH GENERAL? (3) AT WHAT LEVELS OF THE EDUCATIONAL LADDER CAN VOCATIONAL CONTENT BEST BE INSERTED? (4) HOW MUCH CAN BE DONE WITHIN THE PRESENT FRAMEWORK OF OUR SECONDARY SCHOOLS, AND WHAT SORT OF NEW INSTITUTIONS ARE REQUIRED? DALE C. DRAPER UNDERTOOK A FACT-FINDING STUDY IN WHICH HE READ WIDELY, INTERVIEWED MANY KEY PERSONS, AND VISITED VARIOUS TYPES OF VOCATIONAL CENTERS. HIS REPORT, IN THE FIRST MAJOR SECTION OF THE DOCUMENT, COVERS (1) BASIC LEGISLATION, (2) STUDENTS TO BE SERVED, (3) THE MANPOWER SITUATION, (4) CURRICULUM INNOVATIONS AND ISSUES, (5) VOCATIONAL EDUCATION FOR UNEMPLOYED YOUTH, AND (6) THE ADMINISTRATION OF VOCATIONAL EDUCATION. ALSO INCLUDED ARE THE COMMITTEE'S 10 CONCLUSIONS AFTER REVIEWING THE REPORT. AMONG NEEDS IDENTIFIED WERE: (1) PREPARATION BY THE PUBLIC EDUCATIONAL SYSTEM OF ALL YOUNG PEOPLE FOR EFFECTIVENESS IN THE WORLD OF WORK, (2) PROVISION OF A COMPLETE PROGRAM OF VOCATIONAL EDUCATION BEGINNING WHEN THE INDIVIDUAL ENTERS SCHOOL, AND (3) THE NECESSITY OF SPECIAL EFFORTS ON BEHALF OF STUDENTS WHO ARE NOT ACHIEVING IN SCHOOL. (JK)

ED028267 VT007877
VOCATIONAL EDUCATION NOV 68, 248P.
HC NOT AVAILABLE FROM EDRS.

UNDER THE PROVISIONS OF THE VOCATIONAL EDUCATION ACT OF 1963, THE ADVISORY COUNCIL ON VOCATIONAL EDUCATION WAS DIRECTED TO REVIEW THE ADMINISTRATION AND STATUS OF VOCATIONAL EDUCATION PROGRAMS. HIGHLIGHTS, RECOMMENDATIONS, ISSUES, AND PROBLEMS OF VOCATIONAL EDUCATION WITHIN THE NATIONAL CONTEXT OF CHANGING SOCIAL, EDUCATIONAL, AND ECONOMIC CONDITIONS ARE REPORTED. THE REPORT CONTAINS SECTIONS RELATING TO: (1) THE PANEL OF CONSULTANTS ON VOCATIONAL EDUCATION AND THE VOCATIONAL EDUCATION ACT OF 1963, (2) GROWTH AND DEVELOPMENT OF VOCATIONAL EDUCATION, (3) FINANCING VOCATIONAL EDUCATION, (4) ADMINISTRATION OF VOCATIONAL EDUCATION, (5) RESEARCH IN VOCATIONAL EDUCATION, (6) TEACHER EDUCATION, (7) VOCATIONAL GUIDANCE, (8) SUPPORTING SERVICES, (9) REVIEW OF CONTEMPORARY LOCAL PROGRAMS, (10) ACHIEVEMENTS AND LIMITATIONS, (11) SOCIAL AND MANPOWER ENVIORNMENTS OF VOCATIONAL EDUCATION, (12) INNOVATIONS AND NEW DIRECTIONS, (13) LEGISLATIVE RECOMMENDATIONS, AND (14) ADMINISTRATIVE RECOMMENDATIONS. HIGHLIGHTS OF THIS REPORT, AS PRESENTED IN A REPORT OF THE ADVISORY COUNCIL TO THE U.S. CONGRESS, WAS ANNOUNCED AS ED 021 151. (DM)

ED028271 VT007900
GUIDELINES FOR THE DEVELOPMENT OF VOCATIONAL EDUCATION IN TEXAS THROUGH 1975-76. SEP 68, 49P.

THOSE PUBLIC SCHOOL VOCATIONAL PROGRAMS WHICH INVOLVE THE EXPENDITURE OF TEXAS STATE FUNDS ARE THE FOCUS OF THIS REPORT. DEMOGRAPHIC, ECONOMIC, ENROLLMENT, AND VOCATIONAL EDUCATION EXPENDITURE DATA WERE COLLECTED AND ARE PRESENTED. PROJECTIONS BASED ON THESE DATA ARE MADE THROUGH 1975. IN ADDITION, 13 PROBLEMS AND SPECIFIC ACTION RECOMMENDATIONS ARE PRESENTED FOR CONSIDERATION BY THE STATE LEGISLATURE AND STATE BOARD OF EDUCATION. (EM)

ED028297 VT008173
WHAT'S AHEAD FOR VOC. ED. SELECTED PRESENTATIONS FROM THE NATIONAL CONFERENCE ON PROGRAM PLANNING AND EVALUATION (WASHINGTON, D.C., MARCH 12-14, 1969). 69, 80P.

SELECTED PRESENTATIONS FROM THE NATIONAL CONFERENCE ON PROGRAM PLANNING AND EVALUATION HELD IN WASHINGTON, D.C., MARCH 12-14, 1969 ARE REPORTED IN THIS MIMEOGRAPHED PUBLICATION: (1) "VOCATIONAL EDUCATION: FROM A WORLD OF STABILITY TO A WORLD OF CHANGE," BY G. VENN, (2) "STAFFING THE STATE DEPARTMENT TO MEET THE NEEDS OF VOCATIONAL EDUCATION," BY J. BEAUMONT, (3) "EDUCATING THE PEOPLE WHO MAKE THE DECISIONS FOR EFFECTIVENESS IN MEETING THE PURPOSES OF VOCATIONAL EDUCATION," BY R. EVANS, (4) "PROGRAMING, PLANNING, AND BUDGETING AS RELATED TO THE ROLE OF VOCATIONAL EDUCATION," BY A. RIVLIN, (5) "STANDARD TERMINOLOGY FOR LOCAL AND STATE SCHOOL SYSTEMS," BY D. CHISMORE, (6) "APPLICATIONS OF PROGRAM BUDGETING TO LOCAL SCHOOL SYSTEMS

ED028394 AC004254
EDUCATION AND POVERTY. 67, 268P.
DOCUMENT NOT AVAILABLE FROM EDRS.

THIS STUDY FOCUSED ON THE MEASUREMENT AND INTERPRETATION OF INCOME GAINS RESULTING FROM THE IMPROVED EDUCATION OF POOR PERSONS. SEVERAL KINDS OF EDUCATION (JOB RETRAINING, DROPOUT PREVENTION, COMPENSATORY EDUCATION, PRESCHOOL PROGRAMS, INCREASED EXPENDITURES PER PUPIL) WERE EXAMINED IN TERMS OF EFFICIENCY (AVERAGE COST VERSUS AVERAGE RETURNS) IN ALLEVIATING POVERTY. COMPARABLE EFFICIENCY MEASURES WERE DEVISED FOR EACH VARIETY AND THE RESULTING ESTIMATES WERE CONTRASTED. THESE ESTIMATES WERE SUPPLEMENTED WITH AN

OVERALL EVALUATION OF THE BENEFITS FROM EDUCATION. MAJOR CONCLUSIONS WERE: VOCATIONALLY ORIENTED TRAINING, AT LEAST IN THE FORM OF RECENT MANPOWER TRAINING PROGRAMS, SHOWS A HIGHER PAYOFF RATE THAN CONVENTIONAL EDUCATION

ED028503 EA002100
TOMORROW'S BOARDS OF EDUCATION. FEB 69, 7P.

THE TRADITIONAL POSITION OF BOARDS OF EDUCATION IS BEING CHALLENGED BY FEDERAL PROGRAMS AND LAWS, PRIVATE BUSINESS, URBANIZATION, THE CIVIL RIGHTS MOVEMENT, TEACHER MILITANCY, AND STUDENT ACTIVISM. IF SCHOOL BOARDS ARE TO SURVIVE AS VIABLE INSTITUTIONS, THEY MUST MAKE SOME RESPONSE AND ACCOMMODATION TO THESE CHALLENGES. THESE ACCOMMODATIONS MUST INCLUDE THE REORGANIZATION OF SMALL DISTRICTS INTO LARGER UNITS, REALISTIC PLANS OF DECENTRALIZATION IN THE CITIES, GREATER RECOGNITION OF THE NEGRO AND OTHER MINORITIES IN SCHOOL GOVERNMENT, ELIMINATION OF PATERNALISTIC ATTITUDES TOWARD TEACHERS, MORE COMPETENT STUDENT RELATIONS, AND A UNIFIED DEMAND FOR ADEQUATE SCHOOL FUNDS AT THE STATE LEVEL. IF ACCOMMODATIONS CAN BE MADE AND IF BOARDS CAN RECOGNIZE THAT THEY DO NOT HAVE COMPLETE CONTROL BUT THAT THEY MAY HAVE CONSIDERABLE INFLUENCE, THE FUTURE OF THE SCHOOL BOARD IS NOT WITHOUT HOPE. ON THE OTHER HAND, IF BOARDS CONTINUE TO OPERATE AS USUAL, THE SCHOOL BOARD WILL BE FOUND OBSOLETE AND SOME OTHER MECHANISM FOR LOCAL SCHOOL GOVERNANCE WILL HAVE TO BE INVENTED. (TT)

ED028508 EA002105
THE DEVELOPING RELATIONSHIP BETWEEN ELEMENTARY-SECONDARY AND HIGHER EDUCATION IN AMERICAN STATES. MINAR, DAVID W.; AND OTHERS, 8 FEB 69, 16P.

A STUDY OF THE POLITICAL RELATIONSHIPS BETWEEN ELEMENTARY-SECONDARY AND HIGHER EDUCATION IN 12 LARGE STATES REVEALS THAT WHILE AT PRESENT THERE IS LITTLE CONFLICT BETWEEN THE TWO LEVELS, THERE IS ALSO LITTLE COOPERATION. SEVERAL SOCIAL FORCES ARE CAUSING INCREASING ATTENTION TO BE FOCUSED ON THE DIVISION BETWEEN THE TWO LEVELS. FACTORS LYING BEHIND THE GROWING CONFLICT BETWEEN THE TWO LEVELS INCLUDE (1) A BREAKDOWN OF THE TRADITIONAL FORCES OF EDUCATIONAL POLITICS AT THE ELEMENTARY-SECONDARY LEVEL CAUSED BY DISUNITY OF TEACHERS AND ADMINISTRATORS, AND (2) THE INCREASING COHESION AND POLITICAL POWER OF HIGHER EDUCATION. DIFFERING KINDS OF EDUCATIONAL STRUCTURES IN THE STATES ARE CLOSELY RELATED TO THE OPERATION OF POLITICAL FORCES BETWEEN THE LEVELS. FINANCING EDUCATION, ESPECIALLY THE COMPETITION FOR STATE FUNDS, IS THE MOST CRITICAL PROBLEM THAT WILL AFFECT INTERLEVEL RELATIONS OF THE FUTURE. ANOTHER POTENTIAL PROBLEM AREA IS THE CONTROL AND ORIENTATION OF EDUCATION IN THE 13TH AND 14TH GRADES ALONG WITH CONTROL OVER VOCATIONAL-TECHNICAL EDUCATION. IN CONCLUSION, THE RELATIONSHIP BETWEEN ELEMENTARY-SECONDARY AND HIGHER EDUCATION VERGES ON OPEN CONFLICT WHILE POLICY MAKERS SELDOM RECOGNIZE THE RELATIONSHIP AS ONE WORTHY OF ATTENTION. (HW)

ED028514 EA002111
PATTERNS OF PROFESSIONAL GROWTH IN HIGH AND LOW INCENTIVE SCHOOL DISTRICTS. HOOKER, CLIFFORD P.; SUMMERFIELD, HARRY L., FEB 69, 21P.

SALARY SCHEDULES FOR 1962-63 TO 1967-68 WERE OBTAINED FROM SCHOOL DISTRICTS IN 11 STANDARD METROPOLITAN STATISTICAL AREAS TO TEST TWO HYPOTHESES: (1) THE AMOUNT OF POSTGRADUATE EDUCATION OF ELEMENTARY AND SECONDARY TEACHERS IS DIRECTLY RELATED TO THE SALARY POLICY OF THE EMPLOYING DISTRICT, AND (2) SELECTED PERSONAL AND PROFESSIONAL CHARACTERISTICS OF TEACHERS ARE DIRECTLY RELATED TO THE NUMBER OF GRADUATE CREDITS. AFTER THE DISTRICTS WERE STRATIFIED ACCORDING TO THE MEDIAN SALARIES OFFERED AT THE FIFTH STEP FOR THE BACHELOR'S DEGREE AND MASTER'S DEGREE, THE TWO HIGHEST INCENTIVE AND THE TWO LOWEST INCENTIVE DISTRICTS WERE SELECTED FOR THE STUDY FROM EACH SMSA. HYPOTHESIS ONE WAS REJECTED WHEN NO SIGNIFICANT DIFFERENCE WAS FOUND IN THE NUMBER OF CREDITS ATTAINED BY INDIVIDUAL TEACHERS IN HIGH- AND LOW-INCENTIVE DISTRICTS. THE CHARACTERISTICS TESTED FOR HYPOTHESIS TWO WERE SEX, MARITAL STATUS, NUMBER OF CHILDREN, AGE, TEACHING LEVEL, AND YEARS OF EXPERIENCE. ONLY SEX WAS FOUND TO BE SIGNIFICANTLY ASSOCIATED WITH DIFFERENTIAL ATTAINMENT OF GRADUATE CREDITS, WITH MEN EARNING ON THE AVERAGE 20.24 MORE CREDITS THAN WOMEN. THIS DIFFERENCE BETWEEN MALE AND FEMALE TEACHERS MAY BE EXPLAINED BY THE MALES' DISSATISFACTION WITH TEACHING AND THEIR DESIRE TO MOVE INTO ADMINISTRATION, SINCE PROMOTION IS BASED ON ACHIEVEMENT OF GRADUATE CREDITS. (HW)

ED028515 EA002112
WHAT'S THE SCORE ON NATIONAL ASSESSMENT? FEB 69, 12P.

DUE TO THE LACK OF ANY NATIONAL ASSESSMENT OF EDUCATIONAL ACHIEVEMENT, THE COMMITTEE ON ASSESSING THE PROGRESS OF EDUCATION (CAPE) WAS CHARTERED AS A NONPROFIT CORPORATION TO ASSESS THE QUALITY AND PROGRESS OF AMERICAN EDUCATION, TO DETERMINE THE EXTENT TO WHICH U.S. UNIVERSITIES, COLLEGES, AND SCHOOLS ARE MEETING THEIR RESPONSIBILITIES IN THEIR SEPARATE FIELDS, AND TO PROMOTE PUBLIC INTEREST FOR IMPROVING EDUCATIONAL QUALITY. NATIONWIDE ACHIEVEMENT TESTS WILL BE ADMINISTERED INITIALLY TO 32,000 17-YEAR-OLDS, OR ABOUT ONE PERCENT OF THE 17-YEAR-OLD POPULATION. SUBSEQUENTLY, THREE OTHER GROUPS WILL BE INCLUDED--17-YEAR-OLDS OUT OF SCHOOL, 26-35-YEAR-OLDS, AND 9-13-YEAR-OLDS. THE INITIAL TESTS WILL BE IN THE AREAS OF WRITING, SCIENCE, AND CITIZENSHIP. STANDARDIZED PROCEDURES WILL BE USED. THE TESTS WILL BE GIVEN SIMULTANEOUSLY IN FOUR GEOGRAPHIC AREAS (NORTHEAST, SOUTHEAST, CENTRAL, WEST) AND IN FOUR TYPES OF COMMUNITIES (LARGE CITIES, MIDDLE SIZED CITIES, SMALL CITIES, AND RURAL AREAS). TWO SOCIOECONOMIC LEVELS WILL BE DISTINGUISHED (ABOVE AND BELOW POVERTY) AS WELL AS BOTH SEXES. THE PROJECT WILL BE FUNDED JOINTLY BY THE FEDERAL GOVERNMENT AND FOUNDATIONS. (HW)

ED028517 EA002115
ORGANIZATIONAL CLIMATE AND THE ADOPTION OF EDUCATIONAL INNOVATIONS. JOHNSON, HOMER M.; MARCUM, R. LAVERNE, FEB 69, 9P.

FIFTEEN OF THE MOST INNOVATIVE SCHOOLS AND 15 OF THE LEAST INNOVATIVE SCHOOLS IN OREGON, WASHINGTON, IDAHO, NEVADA, AND UTAH, AS IDENTIFIED BY THE EDUCATIONAL INNOVATION CHECKLIST DEVELOPED BY HINMAN, WERE EXAMINED TO (1) DETERMINE WHETHER THERE ARE SIGNIFICANT DIFFERENCES BETWEEN THEIR ORGANIZATIONAL CLIMATES, (2) DETERMINE IF DIFFERENCES EXIST BETWEEN THE TEACHERS' AND ADMINISTRATORS' PERCEPTION OF SCHOOL CLIMATE FOR THE TWO KINDS OF SCHOOLS, AND (3) DETERMINE IF THERE ARE DIFFERENCES BETWEEN EACH OF FOUR VARIABLES (EXPENDITURE, STAFF AGE, YEARS IN THE SCHOOL, AND STAFF SIZE) FOR THE TWO GROUPS. RESULTS OF THE STUDY SHOW THAT (1) HIGHLY INNOVATIVE SCHOOLS HAVE OPEN CLIMATES WHILE LESS INNOVATIVE SCHOOLS HAVE CLOSED CLIMATES, (2) BOTH TEACHERS AND ADMINISTRATORS SEE A CLOSED CLIMATE IN NONINNOVATIVE SCHOOLS WHILE IN INNOVATIVE SCHOOLS BOTH SEE AN OPEN CLIMATE, AND (3) HIGHLY INNOVATIVE SCHOOLS SPEND MORE PER CHILD, HAVE A YOUNGER STAFF, HAVE STAFF THAT REMAIN A FEWER NUMBER OF YEARS, AND ARE LARGER SCHOOLS. IT IS CONCLUDED THAT ORGANIZATIONAL CLIMATE OF SCHOOLS IN TERMS OF OPENNESS AND CLOSEDNESS IS AN IMPORTANT CONDITION FOR CHANGE. (HW)

ED028522 EA002120
STATE POLITICS OF EDUCATION: POLICY FORMULATION--PAST PRESENT AND FUTURE. WILEY, TOM; AND OTHERS, 6 FEB 69, 20P.

STATE ACTIONS RELATED TO THE FORMULATION OF EDUCATIONAL POLICY ARE TREATED FROM FOUR DISTINCT POINTS OF VIEW. TOM WILEY, UNIVERSITY OF NEW MEXICO, DESCRIBES PRESSURES UPON THE SCHOOL SYSTEM IN NEW MEXICO BY THE U.S. OFFICE OF EDUCATION, THE STATE LEGISLATURE, THE GOVERNOR'S OFFICE, AND TEACHER ASSOCIATIONS. MICHAEL MANLEY, ASSISTANT TO THE DEMOCRATIC FLOOR LEADER OF THE CALIFORNIA LEGISLATURE, DISCUSSES SPECIFIC LEGISLATION ENACTED BY THE CALIFORNIA ASSEMBLY IN AREAS OF SCHOOL FINANCE (INCLUDING SUPPORT FOR SPECIAL SERVICES, CHILDREN'S CENTERS, AND KINDERGARTENS), INCREASING LOCAL AUTHORITY TO DEVELOP LOCAL CURRICULA, AND A STANDARDIZED STATEWIDE TESTING PROGRAM. JOSEPH H. MCGIVNEY, SYRACUSE UNIVERSITY, OUTLINES AND EVALUATES THE MAIN FEATURES OF PLANNING-PROGRAMING-BUDGETING SYSTEMS. LAURENCE IANNOCCONE, HARVARD UNIVERSITY, PROJECTS A BASIC SHIFT IN THE GOVERNANCE OF EDUCATION, WITH AUTHORITY THROUGH FUNDING BECOMING LESS CENTRALIZED IN THE FEDERAL GOVERNMENT AND MORE ACTIVELY EXPRESSED THROUGH POLITICAL INTEREST GROUPS ACTIVE AT THE STATE AND LOCAL LEVELS. (JK)

ED028524 EA002122
THE ECONOMIC BASIS OF MULTILATERAL BARGAINING IN PUBLIC EDUCATION. MOSKOW, MICHAEL H.; AND OTHERS, 8 FEB 69, 9P.

COLLECTIVE BARGAINING IN PUBLIC EDUCATION DIFFERS SIGNIFICANTLY FROM COLLECTIVE BARGAINING IN PRIVATE INDUSTRY. WHEREAS BARGAINING TENDS TO BE BILATERAL BETWEEN EMPLOYERS AND EMPLOYEE ORGANIZATIONS IN THE PRIVATE SECTOR, IT TENDS TO BE MULTILATERAL (MORE THAN TWO GROUPS INVOLVED) IN EDUCATION. ECONOMIC ANALYSIS GIVES AN EXPLANATION FOR THIS DIFFERENCE. TWO SOURCES OF DEMAND OCCUR FOR PUBLIC EDUCATION: USER DEMAND FOR DIRECT PERSONAL BENEFITS OF EDUCATION, AND NONUSER DEMAND FOR SOCIAL BENEFITS OF EDUCATION. USER DEMAND TENDS TO BE MORE INTENSIVE AND LESS SENSITIVE TO CHANGES IN COST THAN NONUSER DEMAND. THESE CONFLICTING DEMANDS MUST BE RECONCILED BY A POLITICAL PROCESS BECAUSE SHARES OF THE COST OF PUBLIC EDUCATION ARE NOT RELATED TO USE OF, OR DIRECT BENEFIT DERIVED FROM, THE SYSTEM. WHEN COLLECTIVE BARGAINING OCCURS ON SALARIES, THE RECONCILIATION OF THESE DEMAND INTERESTS IS OFTEN REFLECTED IN MULTILATERAL BARGAINING. THAT THIS IS SO DERIVES FROM THE NATURE OF A PUBLIC GOOD FOR WHICH NO REASONABLY PRICED ALTERNATIVE IS AVAILABLE. WITH PRIVATE GOODS, THE CONSUMER CAN SWITCH HIS DEMAND TO OTHER SUPPLIERS IF THE PRICE IS TOO HIGH, BUT WITH EDUCATION ALL TAXPAYERS ARE REQUIRED TO PAY, REGARDLESS OF WHETHER THEY BENEFIT DIRECTLY FROM THE SERVICE. (TT)

ED028533 EA002135
PART-TIME TEACHERS AND HOW THEY WORK: A STUDY OF FIVE SCHOOL SYSTEMS. DAPPER, GLORIA; MURPHY, JUDITH, 15 DEC 68, 44P.

THIS REPORT PRESENTS CASE STUDIES OF PART-TIME TEACHERS AND HOW THEY WORK IN MIAMI, FLORIDA

ED028535 EA002143
THE ADMINISTRATION OF A SCHOOL CONSTRUCTION PROGRAM. NOV 68, 26P.

THIS DOCUMENT DESCRIBES NECESSARY STEPS IN THE ADMINISTRATION OF SUCCESSFUL SCHOOL CONSTRUCTION PROGRAMS. HEAVY EMPHASIS IS PLACED UPON PLANNING, WITH SCHOOL PLANNING SEEN AS A VITAL PART OF COMPREHENSIVE COMMUNITY PLANNING. ADVICE IS GIVEN ON PREPARING A SCHOOL DISTRICT MASTER PLAN, AND WAYS ARE SHOWN FOR USING THESE PLANNING EFFORTS TO ADVANTAGE IN SELECTING AND ACQUIRING SCHOOL SITES. SUGGESTIONS ARE MADE CONCERNING ENROLLMENT PROJECTIONS, EDUCATIONAL SPECIFICATIONS, SETTING UP INDIVIDUAL SCHOOL PLANNING COMMITTEES, THE DESIRABILITY OF SETTING UP A SPECIAL DEPARTMENT IN CHARGE OF PLANT FACILITIES, EMPLOYMENT OF ARCHITECTS, BUILDING SPECIFICATIONS, AND FINANCING SCHOOL CONSTRUCTION. FINALLY, SEVERAL TYPICAL CRITICISMS OF SCHOOL CONSTRUCTION ARE DISCUSSED AND REBUTTED. A RECURRING THEME OF THE DOCUMENT CONCERNS THE NEED TO USE SPECIALISTS IN EVERY PHASE OF THE SCHOOL CONSTRUCTION PROGRAM, BOTH FOR ASSURING THAT FACILITIES MEET COMMUNITY AND EDUCATIONAL NEEDS AND AS A COST SAVING MEASURE. (TT)

ED028536 EA002147
PROCEEDINGS OF THE WORKSHOP FOR SCHOOL BUSINESS OFFICIALS: THEME, SCHOOL BUDGETING (STATE UNIVERSITY OF NEW YORK AT BUFFALO, FEBRUARY 2, 1968). KISER, CHESTER, ED.; SPENGLER, JAMES R., ED., 2 FEB 68, 81P.

FOUR PAPERS FROM A WORKSHOP FOR SCHOOL BUSINESS OFFICIALS FOCUS ATTENTION ON SCHOOL BUDGETING. LEGAL PROBLEMS UNCOVERED IN EXAMINING FORMAL AND ORAL AUDIT REPORTS OF MANY SCHOOL DISTRICTS ARE DISCUSSED IN A PRESENTATION ON THE LEGAL PITFALLS IN BUDGETING. SECONDLY, EFFICIENT AND EFFECTIVE MONEY MANAGEMENT PROCEDURES ARE DISCUSSED WITH SPECIFIC EXAMPLES SHOWING HOW WISE MONEY MANAGEMENT RESULTS IN REDUCED TAXES. NEXT, METHODS OF PRESENTING BUDGETS TO SCHOOL BOARDS AND TO THE PUBLIC RECEIVE ATTENTION, WITH ADVANTAGES AND DISADVANTAGES OF VARIOUS TYPES OF PRESENTATIONS CONSIDERED. FINALLY, AN ECONOMIST COMMENTS ON ECONOMIC FORCES AND TRENDS THAT WILL AFFECT SCHOOL BUDGETS IN THE IMMEDIATE AND LONGRANGE FUTURE. AN APPENDIX SHOWS THE ATTENDANCE OF THE CONFERENCE AS WELL AS RESULTS OF CRITIQUE QUESTIONNAIRES FILLED OUT BY CONFERENCE PARTICIPANTS. (TT)

ED028539 EA002158
DEVELOPMENT OF AN OPERATIONAL MODEL FOR THE APPLICATION OF PLANNING-PROGRAMMING-BUDGETING SYSTEMS IN LOCAL SCHOOL DISTRICTS. PROGRAM BUDGETING NOTE 1, INTRODUCTION TO PROGRAM BUDGETING. OCT 68, 11P.

ALTHOUGH THE PUBLIC IS BEST SERVED BY GOVERNMENTAL AGENCIES WHICH HAVE INTEGRATED THE MAJOR FUNCTIONS OF PLANNING, MANAGING, AND BUDGETING, IT CAN BE ASSERTED THAT THE PLANNING FUNCTION IS PARAMOUNT. A REVIEW OF THE EVOLUTION OF PUBLIC AGENCY ADMINISTRATION IN THE U.S. REVEALS THAT UNTIL RECENT YEARS THE PLANNING FUNCTION HAS BEEN LARGELY OVERSHADOWED BY MANAGEMENT CONTROL CONCERNS. THIS LACK OF COORDINATED PLANNING HAS RESULTED IN A MYRIAD OF INCREMENTAL AGENCY BUDGETS BASED ON THE SHORT TERM, PAROCHIAL INTERESTS OF INDIVIDUAL AGENCIES. THE INTRODUCTION OF A PLANNING-PROGRAMMING-BUDGETING SYSTEM (PPBS) TO THE DEFENSE DEPARTMENT IN 1961 PROVIDED THE IMPETUS FOR THE RAPID ASCENDENCY OF THE PLANNING FUNCTION IN FEDERAL PROGRAM ADMINISTRATION. SINCE PPBS REQUIRES PUBLIC ADMINISTRATORS TO PLAN SPECIFIC PROGRAM OBJECTIVES AND TO RATIONALLY SELECT AFTER SYSTEMATIC CONSIDERATION OF ALTERNATIVE MEANS, THOSE MEANS MOST COMPATIBLE WITH EFFICIENT ACHIEVEMENT OF INTERAGENCY PROGRAM GOALS, COMPREHENSIVE LONGRANGE PLANNING MUST SUPPLEMENT THE TRADITIONAL MANAGEMENT AND BUDGETING FUNCTIONS. ALTHOUGH THE POTENTIAL MAGNITUDE OF PPBS AS AN ADMINISTRATIVE TOOL IS YET UNASSESSED, EDUCATIONAL DECISION MAKERS ARE EXPRESSING INCREASED INTEREST IN THE POSSIBLE APPLICATION OF PPBS TO SCHOOL MANAGEMENT. (JH)

ED028540 EA002159
DEVELOPMENT OF AN OPERATIONAL MODEL FOR THE APPLICATION OF PLANNING-PROGRAMMING-BUDGETING SYSTEMS IN LOCAL SCHOOL DISTRICTS. PROGRAM BUDGETING NOTE 2, PROGRAM BUDGETING IN THE FEDERAL GOVERNMENT. FEB 69, 16P.

MANY EDUCATIONAL ADMINISTRATORS ARE SKEPTICAL OF SCHOOL DISTRICT ATTEMPTS TO USE THE PLANNING-PROGRAMING-BUDGETING SYSTEMS (PPBS) TOOL. THIS SKEPTICISM SEEMS, IN LARGE PART, TO BE THE RESULT OF TWO FACTORS: (1) A GENERAL LACK OF UNDERSTANDING OF THE CONCRETE OPERATIONAL STEPS INVOLVED IN THE IMPLEMENTATION OF PPBS, AND (2) A FEELING THAT THE QUALITATIVE NATURE OF EDUCATIONAL OBJECTIVES WOULD INHIBIT THE UTILITY OF SUCH A TOOL IN EDUCATIONAL ADMINISTRATION. A REVIEW OF THE FEDERAL BUREAU OF THE BUDGET GUIDELINES CONCERNING PPBS IMPLEMENTATION IN FEDERAL AGENCIES COUPLED WITH AN ANALYSIS OF PPBS STAFFING REQUIREMENTS SHOULD HELP THE ADMINISTRATOR UNDERSTAND THE PROCESS OF PRACTICAL IMPLEMENTATION. THE GENERALLY POSITIVE EVALUATION OF THE CONTRIBUTIONS OF PPBS MADE BY ADMINISTRATORS OF SUCH FEDERAL AGENCIES AS THE UNITED STATES INFORMATION AGENCY, THE AGENCY FOR INTERNATIONAL DEVELOPMENT, THE STATE DEPARTMENT, AND THE PEACE CORPS SERVE AS EVIDENCE OF THE UTILITY OF PPBS IN ORGANIZATIONAL UNITS FACED WITH THE DIFFICULTIES OF MEASURING QUALITATIVE OBJECTIVES. THE EXPERIENCE OF THESE AGENCIES MAY ENCOURAGE SCHOOL DISTRICTS TO EXPERIMENT WITH PPBS. (JH)

ED028544 EA002235
EFFECTIVE INSTRUCTION: A REPORT ON THE FOUR-QUARTER PLAN OF ORGANIZATION. [68], 34P.

WITH THE BEGINNING OF THE 1968-69 SCHOOL TERM, THE ATLANTA PUBLIC SCHOOLS IMPLEMENTED THE FOUR-QUARTER PLAN FOR REORGANIZATION OF THE SECONDARY SCHOOL CURRICULUM. THE YEAR IS DIVIDED INTO FOUR QUARTERS OF APPROXIMATELY THE SAME LENGTH. PUPILS WERE COMPELLED TO ATTEND THE FIRST THREE QUARTERS OF THE 1968-69 TERM. FOURTH QUARTER ATTENDANCE IS OPTIONAL. PUPILS CHOOSING TO ATTEND THE FOURTH QUARTER MAY ACCELERATE, ADD ENRICHMENT COURSES, OR TAKE REMEDIAL WORK. A PUPIL ATTENDING THE FOURTH QUARTER MAY CHOOSE WHICH THREE OF THE NEXT FOUR QUARTERS HE WISHES TO ATTEND, OR MAY ATTEND ALL FOUR QUARTERS. THE FINANCING OF THE FOURTH QUARTER IS YET TO BE SOLVED BUT IT IS HOPED THAT STATE AID WILL BE RECEIVED. REVISION AND RESTRUCTURING OF THE CURRICULUM IS IN A DEVELOPMENTAL STAGE WHICH WILL EVENTUALLY RESULT IN INDIVIDUALIZED INSTRUCTION. A DESCRIPTION OF THE NEW PROGRAM AND REPORTS TO PARENTS AND PUPILS CONCERNING THE FOUR-QUARTER INSTRUCTIONAL PROGRAM ARE CONTAINED IN APPENDICES. (HW)

ED028546 EC002956
THE MENTALLY GIFTED MINOR PROGRAM 68, 38P.

A DESCRIPTION OF PROGRAMS FOR MENTALLY GIFTED STUDENTS COVERS TYPES OF PROGRAMS, CURRENT STATUS OF THE CALIFORNIA PROGRAM, AND STATE APPORTIONMENTS FOR EXCESS COSTS. PROGRAM CHARACTERISTICS LISTED ARE THE OBJECTIVES OF THREE SCHOOL DISTRICTS, INFORMATION PROGRAM ON PROGRAM COSTS, SCHOOL DISTRICT PARTICIPATION, AND DISTRICT PARTICIPATION IN A SPECIAL STUDY. FINDINGS AND RECOMMENDATIONS ARE DISCUSSED IN TERMS OF SCHOOL DISTRICT FORM J22MG REPORTS, CRITERIA FOR DETERMINING EXCESS EXPENSE, EXPENSES AND SUBSIDIARY ACCOUNTS, PUPIL IDENTIFICATION, JUDGMENT AND TEST SCORES AS CRITERIA FOR PLACEMENT, IDENTIFICATION COST REIMBURSEMENTS, INDIVIDUAL COUNSELING WITH PUPILS AND PARENTS, SPECIAL CONSULTANT SERVICES, SPECIAL INSTRUCTIONAL MATERIALS, EQUIPMENT ITEMS, SPECIAL INSTRUCTIONAL SERVICES, TEACHER SALARIES, OPERATING COSTS, AND CONSIDERATIONS OF CURRENT FUNDING, INCIDENCE IN DISTRICTS, AND SUMMER SCHOOL PROGRAMS. SIX TABLES PRESENT DATA. (RP)

ED028562 EC003622
STATUS REPORT OF TITLE VI-A SPECIAL EDUCATION PROJECTS IN COLORADO. DEC 68, 24P.

AMENDMENTS TO TITLE IV OF THE ELEMENTARY AND SECONDARY EDUCATION ACT AND FINANCIAL EXPENDITURES IN COLORADO ARE CONSIDERED.

ED028564 EC003819
SPECIAL EDUCATION IN THE UNITED STATES: STATISTICS 1948-1966. MACKIE, ROMAINE P.; AND OTHERS, 69, 90P.
DOCUMENT NOT AVAILABLE FROM EDRS.

BASED ON PUBLIC AND RESIDENTIAL SCHOOLS, THE REPORT INCLUDES OFFICE OF EDUCATION STATISTICS FOR 1963 AND ESTIMATES FOR 1966.

ED028574 EC003883
FACILITIES FOR THE EDUCATIONALLY HANDICAPPED. 16 JUN 67, 23P.

A DIRECTIVE TO FIELD REPRESENTATIVES OF THE CALIFORNIA BUREAU OF SCHOOL PLANNING OUTLINES FIVE STEPS IN THE PROCEDURE INVOLVING FACILITIES FOR THE EDUCATIONALLY HANDICAPPED. THREE TYPES OF CLASSROOMS ARE DESCRIBED AND MAXIMUM ENROLLMENT IS SPECIFIED. FURTHER INFORMATION ON BOTH EDUCATIONAL PROGRAMS AND FACILITIES COVERS LEGAL BASIS AND DEFINITION, ENROLLMENTS, PROGRAM OBJECTIVES, GENERAL AND SPECIFIC CONSIDERATIONS, AND AREA ALLOWANCES. SIX ILLUSTRATIONS AND TWO FORMS ARE PROVIDED. (JD)

ED028593 EF002571
LITERATURE RELATED TO PLANNING, DESIGN AND CONSTRUCTION OF SCIENCE FACILITIES. JUL 67, 47P.

A LIST OF THE ARTICLES AND PAPERS IN THE SCIENCE FACILITIES COLLECTION OF THE ARCHITECTURAL SERVICES STAFF IS PRESENTED. IT HAS BEEN PREPARED TO SERVE AS A BIBLIOGRAPHY THAT MAY BE USEFUL TO PERSONS SEARCHING FOR DATA ON THE DESIGN OF SCIENCE FACILITIES, AND AS A MEANS OF INFORMING SUCH PERSONS OF THE MATERIAL AVAILABLE FOR REFERENCE IN THE OFFICES OF THE NATIONAL SCIENCE FOUNDATION IN WASHINGTON, D. C. IN ADDITION TO THE REFERENCES INCLUDED IN THIS PUBLICATION, THE COLLECTION CONTAINS MANY MANUFACTURERS' PRODUCT CATALOGS COVERING THE LABORATORY EQUIPMENT, FURNISHINGS AND CONSTRUCTION COMPONENTS USED IN SCIENCE FACILITIES. ARTICLES AND PAPERS ARE LISTED FOR THE FOLLOWING TOPICAL AREAS--(1) PHYSICAL PLANT PLANNING, (2) PHYSICAL PLANT COST AND MANAGEMENT, (3) SPACE UTILIZATION AND MEASUREMENT, (4) GENERAL DESIGN AND CONSTRUCTION OF SCIENCE FACILITIES, (5) ENVIRONMENTAL CONDITIONS FOR LEARNING, (6) SCIENCE BUILDING TYPE STUDIES, AND (7) SPECIAL FACILITIES AND EQUIPMENT. (RK)

ED028611 EF002698
LITTLE THEATRES FROM MODEST SPACES, BASED ON THE DESIGN PRACTICES OF JAMES HULL MILLER. 62, 32P.

A REFERENCE MANUAL OF PRINCIPLES FOR RENOVATION OR NEW CONSTRUCTION OF SMALL THEATERS IN SCHOOLS, COMMUNITY CENTERS, AND CHURCHES. CONTENTS INCLUDE--(1) TURNING SPACE INTO SMALL THEATERS, (2) RULES OF THUMB, (3) AN EXAMPLE OF REMODELING, AND (4) THREE BUDGET THEATERS--AN 80-SEAT ELEMENTARY SCHOOL CLASSROOM THEATER--A 90-SEAT SCHOOL OR COMMUNITY DRAMA CENTER AND A THREE-SIDED PLATFORM STAGE TO SERVE 150 PEOPLE. DESIGN DETAILS FOR ECONOMIC CONSTRUCTION OF STAGE SCENERY IS ALSO INCLUDED. THESE SMALL THEATERS CAN SERVE AS INDISPENSABLE AIDS TO LIBRARIES, ART MUSEUMS, SCHOOLS, AND INDUSTRIAL FIRMS AS SECOND THEATERS. COMMUNITY GROUPS CAN BEGIN WITH THESE CHAMBER STAGES AND BUILD THEIR LARGER AUDITORIUMS LATER. (RH)

ED028615 EF002769
THE SCHOOLHOUSE IN THE CITY. 68, 263P.
DOCUMENT NOT AVAILABLE FROM EDRS.

A CONFERENCE ENTITLED "THE SCHOOLHOUSE IN THE CITY" WAS CONVENED AT STANFORD UNIVERSITY, JULY 10-14, 1967. SPONSORED BY STANFORD'S SCHOOL PLANNING LABORATORY AND SUPPORTED BY EDUCATIONAL FACILITIES LABORATORIES AND THE U. S. OFFICE OF EDUCATION, THE CONFERENCE BROUGHT TOGETHER AS SPEAKERS LEADING FIGURES IN LOCAL, STATE, AND FEDERAL GOVERNMENT, CIVIL RIGHTS, SOCIOLOGY, PSYCHOLOGY, AND URBAN PLANNING, AS WELL AS EDUCATION AND ARCHITECTURE. THE 39 SPEAKERS ANALYZED THE SOCIAL, POLITICAL, ECONOMIC, PHYSICAL AND EDUCATIONAL PROBLEMS FACING THE CITIES

ED028619 EF003025
A COMPREHENSIVE SURVEY OF THE METROPOLITAN SCHOOL SYSTEM OF NASHVILLE AND DAVIDSON COUNTY, TENNESSEE. SEP 63, 298P.

THE RESULT OF A COMPREHENSIVE SURVEY OF THE NASHVILLE AND DAVIDSON COUNTY SCHOOL SYSTEMS, WHICH ARE NOW UNIFIED AS THE METROPOLITAN SCHOOL SYSTEM. FOLLOWING AN OUTLINE OF THE MAJOR ASPECTS OF THE LEGAL STRUCTURE OF THE CHARTER FOR THE NEW SYSTEM, PROJECTIONS OF ENROLLMENTS ARE MADE, AND THE PURPOSES AND GOALS OF EDUCATION ARE IDENTIFIED TO GUIDE THE NEW SYSTEM IN ITS DEVELOPMENT. SUBJECT MATTER ACHIEVEMENT LEVELS ARE EVALUATED UTILIZING RESULTS OF STANDARDIZED ACHIEVEMENT TESTS, AND DETAILED DESCRIPTIONS ARE PRESENTED OF THE ELEMENTARY AND SECONDARY SCHOOL PROGRAMS AS WELL AS VOCATIONAL-TECHNICAL, ADULT EVENING SCHOOL AND COMMUNITY COLLEGE EDUCATION IN EACH OF THE TWO SYSTEMS. DESCRIPTIVE AND EVALUATIVE INFORMATION IS ALSO PRESENTED FOR THE FOLLOWING ASPECTS OF THE SYSTEMS--(1) PUPIL PERSONNEL SERVICES, (2) SPECIAL EDUCATION SERVICES FOR EXCEPTIONAL CHILDREN, (3) PERSONNEL, (4) PHYSICAL PLANT, (5) BUILDING REQUIREMENTS, (6) BUSINESS MANAGEMENT, (7) ADMINISTRATIVE ORGANIZATION, AND (8) FINANCIAL IMPLICATIONS. BASED ON THE SURVEY FINDINGS, RECOMMENDATIONS ARE MADE THROUGHOUT THE REPORT FOR IMPLEMENTATION IN THE DEVELOPMENT OF THE UNIFIED SCHOOL SYSTEM. (FS)

ED028625 EF003117
PLANNING THE SCHOOL ADMINISTRATION CENTER. REPORT OF THE AASA COMMISSION ON SCHOOL ADMINISTRATION BUILDINGS. 69, 144P.
DOCUMENT NOT AVAILABLE FROM EDRS.

GUIDELINES ARE SET DOWN FOR SCHOOL ADMINISTRATORS, ARCHITECTS, BOARD MEMBERS, AND OTHERS RESPONSIBLE FOR THE PLANNING, DESIGN, AND CONSTRUCTION OF ADMINISTRATIVE FACILITIES FOR THE SCHOOLS OF THEIR DISTRICTS. THE NEED FOR CAREFULLY PLANNED, FUNCTIONAL SCHOOL ADMINISTRATION CENTERS IS EVIDENT. THIS PUBLICATION WILL ASSIST COMMUNITIES OF PEOPLE TO PLAN, CONSTRUCT, AND EQUIP SCHOOL ADMINISTRATION CENTERS TO MEET THE DEMANDS OF THE TIMES AND TO IMPLEMENT FOWARD-LOOKING EDUCATIONAL PROGRAMS TO THEIR DISTRICTS. SPECIFIC EXAMPLES OF SOME OF THE ADMINISTRATION CENTERS AROUND THE COUNTRY ARE INCLUDED. (RK)

ED028626 EF003131
THE DESIGN OF OUTDOOR PHYSICAL EDUCATION FACILITIES FOR COLLEGES AND SCHOOLS. 63, 135P.

SPECIALIZED INFORMATION IS PRESENTED FOR THOSE INVOLVED IN ASSURING IMPROVEMENT IN THE OUTDOOR PHYSICAL EDUCATION FACILITIES OF THE FUTURE. THE MATERIALS INCLUDED ARE INTENDED TO BE USEFUL TO ARCHITECTS, ENGINEERS AND DESIGNERS GENERALLY

ED028643 EM007120
MISSION: POSSIBLE 1 MAY 67, 15P.

PROJECT CHALLENGE, A FEDERALLY FUNDED PROJECT IN SCHOOL DISTRICT 189 OF EAST ST. LOUIS, ILLINOIS, INCLUDES ONLY THOSE PUBLIC AND PRIVATE SCHOOLS AT THE ELEMENTARY AND SECONDARY LEVELS WITH THE HIGHEST CONCENTRATION OF DISADVANTAGED CHILDREN. TEACHING PERSONNEL FOR THE PROJECT'S IN-SERVICE TRAINING PROGRAM ARE PROVIDED BY SOUTHERN ILLINOIS UNIVERSITY. THE GOALS--ACADEMIC IMPROVEMENT WITH BETTER MOTIVATION AND ATTENDANCE--ARE PURSUED THROUGH THE USE OF 16MM EDUCATIONAL FILMS, ALONG WITH OTHER AUDIOVISUAL MATERIALS. ENTHUSIASTIC RESPONSE FROM STAFF, STUDENTS, AND PARENTS HAS RESULTED IN AN INCREASE IN THE NUMBER OF TECHNICIANS AND SPECIALISTS ON THE STAFF. EACH SCHOOL HAS A FILMSTRIP LIBRARY, TAPE RECORDERS, PROJECTORS, AND SOME FACILITIES FOR THE DEVELOPMENT OF MATERIALS, AS WELL AS BORROWING PRIVILEGES FROM THE CENTRAL MEDIA CENTER AND FROM OTHER SCHOOLS. FUTURE PLANS CALL FOR EXPANSION INTO OTHER MEDIA, ADDITIONS TO THE EXISTING FILM LIBRARY, AND MORE TRAINING OF PERSONNEL. (EM/MT)

ED028649 EM007181
COMPUTER ASSISTED INSTRUCTION. EDUCATION AUTOMATION MONOGRAPH SERIES, [NUMBER ONE]. 68, 94P.
DOCUMENT NOT AVAILABLE FROM EDRS.

COMPUTER-ASSISTED INSTRUCTION (CAI) ATTACKS ONE OF THE GREATEST PROBLEMS OF EDUCATION--HOW TO GET SUFFICIENT VARIETY IN EDUCATIONAL MATERIALS TO TEACH EACH INDIVIDUAL WITHOUT REQUIRING A GROUP OF TRAINED PERSONNEL TO PREPARE ALL POSSIBLE VARIATIONS. CAI PERMITS INDIVIDUALIZATION ELECTRONICALLY. CAI CAN BE USED TO TRAIN PROBLEM SOLVING, FOR DRILL AND PRACTICE, TO RESPOND TO QUESTIONS, FOR SIMULATION AND GAMING, AND FOR TUTORIAL INSTRUCTION. THE CAI SYSTEM INTERACTS DYNAMICALLY WITH THE STUDENT--IT IS RESPONSIVE. THE DEVELOPMENT OF CAI MODELS, THE EXAMINATION OF STUDENT ENTRY BEHAVIORS, AND THE COST OF CAI PROGRAMS ARE DISCUSSED. REFERENCES AND AN APPENDIX ON THE HARVARD UNIVERSITY CAI LABORATORY ARE INCLUDED. (RP)

ED028654 EM017032
ETV REVISITED: A REPLY TO PROFESSOR SKORNIA. MAR 69, 3P.
DOCUMENT NOT AVAILABLE FROM EDRS.

THE AUTHOR ANALYZES DR. H. J. SKORNIA'S CRITICISM OF HIS ESSAY, "THE FAILURE OF EDUCATIONAL TELEVISION." HE CLARIFIES THE MEANING OF HIS STATEMENT THAT ETV MUST TAKE LESSONS FROM COMMERCIAL TELEVISION AND SUGGESTS THAT EDUCATIONAL BROADCASTERS MAKE GREATER USE OF COMMUNICATION THEORY AND RESEARCH IN AUDIOVISUAL INSTRUCTION IN PREPARING THEIR PROGRAMS. (LS)

ED028657 EM017044
HOW CAN BROADCAST ITV SURVIVE? APR 69, 5P.
DOCUMENT NOT AVAILABLE FROM EDRS.

GIVEN THE CAPACITIES AND APPLICATIONS OF CLOSED-CIRCUIT INSTRUCTIONAL TELEVISION AND PUBLIC (EDUCATIONAL) TELEVISION, THE FUTURE OF OPEN-CIRCUIT (I.E., BROADCAST) INSTRUCTIONAL TELEVISION LOOKS BLEAK. YET AN ANALYSIS OF THE ADVANTAGES OF BROADCAST ITV LEADS THE AUTHOR TO RECOMMEND THAT THE MEDIUM REMAIN A PART OF OUR EDUCATIONAL SYSTEM AND TO PROPOSE A PLAN FOR ITS USE AND SUPPORT IN THE FUTURE. (LS)

ED028840 PS001807
FEDERAL PROGRAMS ASSISTING CHILDREN AND YOUTH. DEC 67, 106P.

DATA ON THE AMOUNT OF UNITED STATES FEDERAL FUNDS USED FOR PROGRAMS ASSISTING CHILDREN AND YOUTH UNDER 21 BOTH DIRECTLY AND INDIRECTLY ARE COLLECTED IN THIS REPORT. A LIST OF THE SIX CABINET DEPARTMENTS AND FIVE OTHER AGENCIES WHICH SUPPORT OR ADMINISTER THE EDUCATIONAL, MEDICAL, AND WELFARE PROGRAMS IS SUPPLIED. SUMMARIES OF FEDERAL EXPENDITURES ARE CLASSIFIED BY AGENCY AS WELL AS BY CATEGORY. THE FUNDS ARE ALSO ANALYZED IN PER CAPITA TERMS. DEMOGRAPHIC AND SOCIAL DATA ON CHILDREN AND YOUTH ARE PRESENTED. DESCRIPTIONS ARE GIVEN OF THE EDUCATION AND TRAINING PROGRAMS

ED028843 PS001817
AGE OF ENTRANCE INTO THE FIRST GRADE AS RELATED TO RATE OF SCHOLASTIC ACHIEVEMENT. 8 FEB 69, 20P.

THE INFLUENCE OF AGE OF ENTRANCE TO FIRST GRADE ON SUBSEQUENT RATE OF SCHOLASTIC DEVELOPMENT WAS TESTED IN THIS LONGITUDINAL INVESTIGATION. FORTY-ONE PAIRS OF BOYS AND FORTY-NINE PAIRS OF GIRLS, MATCHED ACCORDING TO SEX, INTELLIGENCE, AND SOCIOECONOMIC STATUS, WERE SUBJECTS. THE MEAN CHRONOLOGICAL AGE OF LATE ENTRANTS WAS 81 MONTHS, OPPOSED TO 72 MONTHS FOR EARLY ENTRANTS. READING, SPELLING, ARITHMETIC, TOTAL LANGUAGE, AND TOTAL ACHIEVEMENT SCORES WERE OBTAINED. RESULTS OF BOYS' RATE OF ACHIEVEMENT REVEALED NO SIGNIFICANT DIFFERENCES. LATE-ENTRANT BOYS' RATES TENDED TO BE FASTER THAN EARLY-ENTRANT BOYS' RATES IN ALL MEASURES EXCEPT ARITHMETIC DEVELOPMENT. LEG'S LATE-ENTRANT GIRLS' RATES REFLECTED FASTER SCHOLASTIC DEVELOPMENT THAN THE EARLY-ENTRANT GIRLS' RATES. THE RESULTS UPHELD WILLARD C. OLSON'S STATEMENT OF THE PRINCIPLE OF RESISTANCE TO DISPLACEMENT OF RATE OF DEVELOPMENT IN THAT INITIALLY FASTER RATES OF THE EARLY ENTRANTS DECLINED AND DID NOT EXCEED THE RATES OF DEVELOPMENT BY THE LATE ENTRANTS. (DO)

ED028856 RC003345
MEXICAN-AMERICANS: PROBLEMS AND PROSPECTS. NOV 66, 63P.

ED028862 RC003357
FEASIBILITY STUDY OF RESOURCE-USE, OUTDOOR EDUCATION CENTER, TAYLOR COUNTY, FLORIDA. DEC 66, 78P.

EXTENSIVE PLANNING IN RELATION TO THE ESTABLISHMENT OF AN OUTDOOR EDUCATION CENTER IN THE STATE OF FLORIDA IS REPORTED. THE PROPOSED OUTDOOR EDUCATION CENTER, DESIGNED TO ENRICH THE PUBLIC SCHOOL PROGRAM IF INSTRUCTION IN SUCH FIELDS AS CONSERVATION, RECREATION, AND RESOURCE-USE, IS OUTLINED. THE REPORT CONTAINS AN ACCOUNT OF SOCIOECONOMIC CONDITIONS, A DETAILED DESCRIPTION OF THE SITE, PROGRAM DESCRIPTIONS, ORGANIZATION AND ADMINISTRATION INFORMATION, A DESCRIPTION OF FACILITIES, AN ILLUSTRATED SITE PLAN, A COMPLETE SET OF CONSTRUCTION AND OPERATING BUDGETS FOR 3 YEARS OF OPERATION, AND A PHILOSOPHY OF EVALU-

ATION. THE APPENDIX INCLUDES A REPORT ON THE HISTORY OF MIDDLE FLORIDA, A BASIC BIBLIOGRAPHY OF TEACHING MATERIALS, A LIST OF SCHOOLS ELIGIBLE TO PARTICIPATE IN THE PROJECT, AND A LIST OF ORGANIZATIONS AND AGENCIES WHICH COULD PROVIDE ASSISTANCE TO THE PROJECT. THIS PUBLICATION IS FUNDED BY TITLE III OF THE ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965. (SW)

ED028875 RC003371
OHIO CONFERENCE ON MIGRANT EDUCATION. WALKER, JESS; AND OTHERS, [68], 29P.

THREE PAPERS WERE PRESENTED AT A SEMINAR WHICH IDENTIFIED PROBLEMS IN MIGRANT EDUCATION. DR. JESS WALKER FROM THE DEPARTMENT OF TEACHER EDUCATION AT WESTERN MICHIGAN UNIVERSITY EMPHASIZED THE ROLE OF THE TEACHER IN MOLDING THE LIVES OF CHILDREN AND THE NEED FOR SPECIAL TRAINING FOR TEACHERS OF THE DISADVANTAGED. DR. MARY HARBAGE, PROFESSOR OF EDUCATION AT WRIGHT STATE UNIVERSITY, DISCUSSED PROBLEMS OF MIGRANT CHILDREN, SOME REASONS FOR THE CHILDREN'S FAILURES, AND SOME POSSIBLE SOLUTIONS FOR TEACHING THESE CHILDREN. DR. RALPH F. ROBINETT, DIRECTOR OF BILINGUAL CURRICULUM DEVELOPMENT IN ANN ARBOR, MICHIGAN, DESCRIBED PRONUNCIATION PROBLEMS OF SPANISH-SPEAKING MIGRANT CHILDREN BY COMPARING THE SPANISH SOUND SYSTEM AND ENGLISH SOUND SYSTEM. (CM)

ED028876 RC003372
SOUTHERN SCHOOL DESEGREGATION, 1966-67. REPORT. JUL 67, 171P.
HC NOT AVAILABLE FROM EDRS.

THE U.S. COMMISSION ON CIVIL RIGHTS ACQUIRED AND ANALYZED INFORMATION RELATING TO SCHOOL DESEGREGATION IN THE SOUTHERN AND BORDER STATES DURING THE 1966-67 SCHOOL YEAR. DATA WERE OBTAINED BY THE COMMISSION PRIMARILY FROM FIELD INVESTIGATIONS (MOSTLY IN RURAL SCHOOL DISTRICTS) AND ANALYSIS OF THE DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE'S FILES AND OPERATIONS DURING THE SCHOOL YEAR. RESULTS OF THE STUDY SHOWED THAT THE PERCENTAGE OF NEGRO CHILDREN ATTENDING DESEGREGATED SCHOOLS IN THE SOUTHERN STATES IN 1966-67 INCREASED SUBSTANTIALLY OVER THE PREVIOUS SCHOOL YEAR

ED029046 TE499944
SOCIAL STUDIES, GRADE 8, URBAN GROWTH 68, 422P.
DOCUMENT NOT AVAILABLE FROM EDRS.

THE EIGHTH-GRADE CURRICULUM GUIDE HAS BEEN DESIGNED TO PROVIDE STUDENTS WITH AN IN-DEPTH UNDERSTANDING OF URBAN LIFE AND GROWTH THROUGHOUT THE WORLD, EMPHASIZING THE METROPOLITAN AREA OF NEW YORK CITY. CONCEPTS FROM HISTORY, ECONOMICS, GEOGRAPHY, POLITICAL SCIENCE, SOCIOLOGY, AND ANTHROPOLOGY ARE DEVELOPED THROUGH FOUR "THEMES": (1) A CASE STUDY OF THE NEW YORK METROPOLITAN AREA, (2) THE URBANIZATION IN NEW YORK STATE, (3) URBANIZATION AT HOME AND ABROAD, AND (4) THE CHANGING NATURE OF FEDERALISM IN URBAN AMERICA, WITH EMPHASIS ON THE RELATIONSHIPS AMONG THE CITIES, STATES, AND NATIONAL GOVERNMENT. INSTRUCTIONAL MATERIALS INCLUDE A CONTENT OUTLINE AND BIBLIOGRAPHY FOR EACH THEME, SUGGESTED LEARNING ACTIVITIES AND TEACHING APPROACHES, PHOTOGRAPHS, CARTOONS, MAPS, AND EXCERPTS FROM NEWSPAPERS AND BOOKS. (JB)

ED029051 UD001070
THE FIRST WORK OF THESE TIMES: A REPORT TO THE PEOPLE ON EDUCATION. [66], 68P.

THIS BROCHURE PRESENTS BRIEF DESCRIPTIONS OF FEDERAL EDUCATIONAL LEGISLATION ENACTED BETWEEN 1963 AND 1965. ALSO INCLUDED ARE CAPSULE PROGRESS REPORTS OF MANY OF THE FEDERALLY FUNDED PROGRAMS. (NH)

ED029059 UD007245
SUPERIOR SCHOOL PROGRAM FOR SMILEY AND BAKER JUNIOR HIGH SCHOOLS, DENVER, COLORADO. KENT, JAMES A.; BURNS, S.A., AUG 66, 120P.

A COMPENSATORY EDUCATION PROGRAM IN DENVER WAS DEVELOPED TO MEET THE NEEDS OF CULTURALLY DISADVANTAGED AND RACIALLY ISOLATED NEGROES AND SPANISH AMERICANS IN TWO JUNIOR HIGH SCHOOLS. EMPHASIS WAS ON STUDENT MOTIVATION AND ENRICHMENT, INVOLVEMENT OF THE INTERACTION BETWEEN SCHOOL AND COMMUNITY, AND TEACHER TRAINING AND COMMUNITY PROGRAMS. SPECIFIC RECOMMENDATIONS ARE MADE FOR EACH OF THE SCHOOLS AND THEIR NEIGHBORHOODS. DETAILED BUDGETS ARE INCLUDED IN THE DOCUMENT. (NH)

ED029070 UD007886
FINDINGS AND RECOMMENDATIONS (ABRIDGED) OF THE CITY-WIDE CITIZENS ADVISORY COMMITTEE ON SCHOOL NEEDS. NOV 58, 158P.

THIS DOCUMENT CONSISTS OF A SUMMARY OF THE FINDINGS AND RECOMMENDATIONS OF AN INDEPENDENT CITY-WIDE COMMISSION STUDYING DETROIT'S SCHOOL NEEDS (AS OF 1958). THE INFORMATION IS PRESENTED UNDER THE RUBRICS OF SCHOOL PROGRAM (CURRICULUM), PERSONNEL, SCHOOL COMMUNITY RELATIONS, SCHOOL PLANT, AND FINANCE. EACH SECTION CONTAINS DETAILED RECOMMENDATIONS AND "HIGHLIGHTS" OF FACTUAL DATA. (NH)

ED029071 UD007904
A HISTORY AND DESCRIPTION OF ESEA TITLE I IN NEW YORK CITY, 1965-1968. JUN 68, 375P.

THIS REPORT OF THE FUNCTIONING OF THE ELEMENTARY AND SECONDARY EDUCATION ACT (ESEA), TITLE I, IN NEW YORK CITY WAS PREPARED UNDER CONTRACT WITH THE BOARD OF EDUCATION. THE STUDY IS DESCRIPTIVE RATHER THAN EVALUATIVE AND THE MAJOR EFFORT WAS FOCUSSED ON COLLECTING THE DATA UPON WHICH FURTHER INTENSIVE ANALYSIS WILL BE BASED. HOWEVER, CERTAIN DIFFICULTIES AFFECTING THE SUCCESSFUL IMPLEMENTATION OF THE PROGRAM ARE NOTED: PROBLEMS RELATED TO THE LEGISLATIVE PROCESS, COOPERATIVE FUNDING, PLANNING, AND ADMINISTRATION, AS WELL AS THOSE RELATED TO WORKING WITH NONPUBLIC SCHOOLS AND POVERTY AGENCIES. THE HISTORY OF ESEA AND ITS COMPONENT TITLES IS BRIEFLY REVIEWED. ALSO CHRONICLED IS THE TRANSLATION OF THE ACT INTO ACTION. THE TITLE I ACTIVITIES AND THE SCHOOLS INVOLVED ARE DESCRIBED. TWO SECTIONS OF THE DOCUMENT ARE DEVOTED TO FISCAL MATTERS--THE BUDGET AND PROJECT ALLOCATIONS. A SUBSTANTIAL PART OF THIS REPORT CONSISTS OF TABLES WHICH SUMMARIZE THE VOLUMINOUS DATA GATHERED IN THIS STUDY. (NH)

ED029075 UD008151
SANCTUARIES FOR TRADITION: VIRGINIA'S NEW PRIVATE SCHOOLS. SPECIAL REPORT. 8 FEB 61, 28P.

VIRGINIA'S ANTI-INTEGRATION MASSIVE RESISTANCE LAWS OF 1956 RESULTED IN THE CLOSING OF THE PUBLIC SCHOOLS AND THE ESTABLISHMENT OF PRIVATE SCHOOLS FOR WHITE YOUNGSTERS "FOUNDATIONS" WERE ORGANIZED IN WARREN AND PRINCE EDWARD COUNTIES AS WELL AS IN NORFOLK AND CHARLOTTESVILLE, TO PERPETUATE SEGREGATED, TRADITIONALLY ORIENTED EDUCATION. THIS SPECIAL REPORT CHRONICLES THE ORGANIZATION OF THESE "FOUNDATION" SCHOOLS. THE POLITICAL AND ECONOMIC FACETS OF THE SCHOOL CRISIS AND THE ROLE OF THE STUDENTS, COMMUNITY SUPPORT, FINANCING, TRANSPORTATION, AND ORGANIZATIONAL STRUCTURE OF THE PRIVATE SCHOOLS. ONE SECTION OF THE REPORT IS DEVOTED TO THE FUTURE OF THE PRIVATE SCHOOLS IN PRINCE EDWARD COUNTY WHERE NO PUBLIC SCHOOLS ARE OPEN (AS OF 1961). (NH)

ED029078 UD008547
EDUCATION: AN ANSWER TO POVERTY. [67], 80P.

A BOOKLET PREPARED BY THE U.S. OFFICE OF EDUCATION AND THE OFFICE OF ECONOMIC OPPORTUNITY DESCRIBES THE TYPES OF EDUCATIONAL PROGRAMS WHICH ARE ELIGIBLE FOR FEDERAL FUNDS. FOLLOWING A BRIEF DISCUSSION ON SOME CHARACTERISTICS OF THE DISADVANTAGED YOUNGSTER, THE DOCUMENT PRESENTS INFORMATION ABOUT PROGRAMS INVOLVING FOOD, HEALTH CARE, AND CLOTHING. MOST OF THE DOCUMENT IS DEVOTED TO A WIDE RANGE OF EDUCATIONAL PROGRAMS WHICH ARE PRESENTED UNDER THE HEADINGS OF EARLY, MIDDLE, AND TEEN YEARS. BRIEFLY NOTED ARE TEACHER AIDE, TEACHER EDUCATION, TUTORING, AND COMMUNITY SCHOOL PROGRAMS. THE SOURCES OF GOVERNMENT FUNDING ARE DESCRIBED. (NH)

ED029093 VT007453
A COST-EFFECTIVENESS STUDY OF VOCATIONAL EDUCATION. FINAL REPORT. OCT 68, 317P.

THIS STUDY WAS CONCERNED WITH THE OPTIMUM ALLOCATION OF PUBLIC RESOURCES IN EDUCATION, AND INVOLVED A COMPARISON BETWEEN VOCATIONAL-TECHNICAL EDUCATION AND AN ALTERNATIVE CURRICULUM FOR NON-COLLEGE ATTENDING STUDENTS. MAJOR STEPS IN THE STUDY WERE: (1) IDENTIFICATION OF COSTS AND BENEFITS, (2) COLLECTION OF REPRESENTATIVE DATA, (3) DETERMINATION OF APPROPRIATE CRITERIA FOR INVESTMENT DECISIONS, (4) STATISTICAL ANALYSIS, (5) CALCULATION OF THE RETURN TO THE INVESTMENT, AND (6) CONSIDERATION OF LIMITATIONS AND RELATED ISSUES. DATA WERE COLLECTED IN THREE CITIES. THE DEPENDENT VARIABLES WERE THE AVERAGE MONTHLY EARNINGS BEFORE AND AFTER TAXES 1 AND 6-YEARS AFTER GRADUATION, AND THE PERCENT OF TIME EMPLOYED 1 AND 6-YEARS AFTER GRADUATION. THE INDEPENDENT VARIABLES WERE (1) CITY OF GRADUATION, (2) TYPE OF CURRICULUM, (3) SEX, (4) IQ, (5) RACE, (6) MARITAL STATUS, AND (7) FATHER'S EDUCATION. OTHER NON-MONETARY AND NON-ECONOMIC BENEFITS AND PERFORMANCE CHARACTERISTICS SUCH AS VOTING BEHAVIOR AND ECONOMIC ASPIRATIONS WERE ALSO EXAMINED. A DETAILED DISCUSSION OF CONCEPTUAL, STATISTICAL, AND METHODOLOGICAL CONSIDERATIONS IS INCLUDED, IN ADDITION TO AN EXTENSIVE DISCUSSION OF SPECIFIC FINDINGS. (EM)

ED029096 VT007636
ENACTMENTS BY THE 90TH CONGRESS CONCERNING EDUCATION AND TRAINING, FIRST SESSION 1967, PART 1. JUN 68, 375P.

DIGESTS OF LAWS WITH PARTICULAR REFERENCE TO THEIR EDUCATIONAL AND TRAINING FEATURES ARE REPORTED IN THIS COMPREHENSIVE RECORD OF ENACTMENTS BY THE 90TH CONGRESS DURING ITS FIRST SESSION OF 1967. ACTS RELATING TO TRAINING AND EDUCATION THAT CONCERN STUDENTS, TEACHERS, OR EDUCATIONAL INSTITUTIONS ARE INCLUDED. THE INFORMATION FOR THIS REPORT WAS OBTAINED FROM THE WEEKLY COMPILATION OF PRESIDENTIAL DOCUMENTS, THE DAILY CONGRESSIONAL RECORD, THE CONGRESSIONAL DIRECTORY, THE CALENDARS OF THE HOUSE OF REPRESENTATIVES, THE DIGEST OF PUBLIC GENERAL BILLS AND SELECTED RESOLUTIONS, THE TEXTS OF INDIVIDUAL BILLS, THE HOUSE AND SENATE HEARINGS AND COMMITTEE REPORTS, AND THE STATUTES AT LARGE. SECTIONS IN THE DOCUMENT REPORT THE LEGISLATIVE HISTORY, DIGEST, AND TEXT OF EACH BILL, A SUMMARY OF THE LEGISLATION, AND PRESIDENTIAL RECOMMENDATIONS AND STATEMENTS CONCERNING EDUCATION AND TRAINING. (DM)

ED029097 VT007658
REORIENTING VOCATIONAL EDUCATION. POLICY PAPERS IN HUMAN RESOURCES AND INDUSTRIAL RELATIONS NO. 7. MAY 68, 63P.

THE VOCATIONAL EDUCATION ACT OF 1963 REPRESENTED THE FIRST RECONSIDERATION OF VOCATIONAL EDUCATION SINCE 1917, AND WAS THE IMMEDIATE PRODUCT OF A PANEL OF CONSULTANTS WHO FOUND THAT VOCATIONAL EDUCATION WAS INSENSITIVE TO CHANGES IN THE LABOR MARKET AND TO THE NEEDS OF THE VARIOUS SEGMENTS OF THE POPULATION. THIS REPORT, AN EVALUATION OF THAT ACT, IS PART OF A LARGER PROJECT TO EVALUATE FEDERAL MANPOWER POLICIES AND PROGRAMS, AND MUCH OF THE DATA AND EVALUATION IS SIMILAR TO THAT FOUND IN THE CONGRESSIONAL REPORT (VT 007 877). THE REPORT COVERS: (1) ORIGIN AND ACHIEVEMENTS OF THE 1963 ACT, (2) THE STATUS OF VOCATIONAL EDUCATION, (3) INNOVATIONS IN VOCATIONAL EDUCATION, AND (4) REORIENTING VOCATIONAL EDUCATION. THIS LAST SECTION INCLUDES THE FIVE OPERATIONAL PRINCIPLES DRAWN UP BY THE ADVISORY COUNCIL ON VOCATIONAL EDUCATION, AND THEIR RECOMMENDATIONS FOR A SYSTEM OF EMPLOYMENT BASED ON THESE PRINCIPLES. (FP)

ED029099 VT007769
REPORT...TO THE SECRETARY OF HEALTH EDUCATION AND WELFARE. 26 JUN 68, 117P.
HC NOT AVAILABLE FROM EDRS.

IN 1965, THE COMMITTEE ON APPROPRIATIONS OF THE HOUSE OF REPRESENTATIVES PROVIDED FOR THE ESTABLISHMENT OF A CITIZENS ADVISORY BODY TO (1) MAKE A COMPREHENSIVE STUDY OF THE VOCATIONAL REHABILITATION PROGRAM AND VOCATIONAL REHABILITATION NEEDS, AND (2) FORMULATE GOALS AND MAKE SPECIFIC RECOMMENDATIONS FOR ARRIVING AT THESE GOALS. AMONG RECOMMENDATIONS WERE: (1) INCREASED FEDERAL FUNDS AND AVAILABILITY OF FUNDS THROUGH STATE REHABILITATION AGENCIES TO DEVELOP PROGRAMS UNDER THE AUSPICES OF OTHER AGENCIES, (2) ENCOURAGEMENT OF EMPLOYERS TO SET UP ON-THE-JOB TRAINING PROGRAMS, (3) COOPERATIVE INVOLVEMENT OF MANAGEMENT, LABOR, AND GOVERNMENT IN DEVELOPING APPROACHES TO EMPLOYMENT OF THE HANDICAPPED, (4) PREPARATION OF MORE DISABLED PERSONS FOR JOBS IN THE DISTRIBUTION AND SERVICE FIELDS, (5) ASSURANCE THAT INDIVIDUALS ON THE WORKMEN'S COMPENSATION ROLES WHO NEED AND CAN BENEFIT FROM REHABILITATION SERVICES RECEIVE THEM, (6) ESTABLISHMENT OF COOPERATIVE SCHOOL REHABILITATION PROGRAMS, (7) PROVISION OF FEDERAL GRANTS TO CORRECTIONAL AGENCIES FOR REHABILITATION SERVICES, (8) DECENTRALIZATION OF REHABILITATION OFFICES TO PROVIDE SERVICES WHERE PEOPLE LIVE, (9) INCREASED EMPLOYMENT OF REHABILITATION AIDES FROM NEIGHBORHOODS WHERE SERVICE IS TO BE PROVIDED, AND (10) EXTENSION OF EDUCATIONAL PROGRAMS FOR PERSONNEL. (UK)

ED029105 VT007818
AN IDENTIFICATION AND ANALYSIS OF EFFECTIVE SECONDARY LEVEL VOCATIONAL PROGRAMS FOR THE DISADVANTAGED. FINAL REPORT. DEC 68, 314P.

THE PRIMARY FOCUS WAS ON THE IMPACT OF VOCATIONAL PROGRAMS ON EDUCATIONAL ACHIEVEMENT, JOB TRAINING, AND JOB PLACEMENT OF DISADVANTAGED YOUTH. PROCEDURES WERE DEVELOPED TO INSURE COVERAGE OF ALL MAJOR CATEGORIES OF THE DISADVANTAGED, ALL MAJOR AREAS OF VOCATIONAL EDUCATION, PRE-VOCATIONAL PROGRAMS, COMPREHENSIVE REGIONAL COVERAGE, AND PRIVATE AS WELL AS PUBLIC SCHOOLS. NO EXEMPLARY PROGRAMS WERE FOUND, BUT 30 SECONDARY LEVEL PROGRAMS WERE EVENTUALLY SELECTED AS CASE STUDIES, SITE VISITS WERE MADE FOR PROGRAM STAFF INTERVIEWS AND OBSERVATIONS OF STUDENTS, FACILITIES, EQUIPMENT AND "CLIMATE." THE EVIDENCE SUGGESTS THAT VOCATIONAL EDUCATION FOR THE DISADVANTAGED IS LIMITED AND HIGHLY VARIABLE IN EFFECTIVENESS IN THAT THE MOST SERIOUSLY DISADVANTAGED RECEIVED THE POOREST EDUCATION. IT WAS CONCLUDED THAT TRULY EXEMPLARY PROGRAMS COULD BE BUILT UPON THE EXEMPLARY FEATURES IDENTIFIED AND PRESENTED IN THIS STUDY. (CH)

ED029116 VT008051
STATISTICAL TABLES ON MANPOWER. 68, 111P.

THE PRESIDENT SENDS TO THE CONGRESS EACH YEAR A REPORT ON THE NATION'S MANPOWER, AS REQUIRED BY THE MANPOWER DEVELOPMENT AND TRAINING ACT OF 1962, WHICH INCLUDES A COMPREHENSIVE REPORT BY THE DEPARTMENT OF LABOR ON MANPOWER REQUIREMENTS, RESOURCES, UTILIZATION, AND TRAINING. THIS STATISTICAL APPENDIX TO THE DEPARTMENT OF LABOR REPORT PRESENTS DATA UNDER SEVEN MAJOR HEADINGS. SECTION A CONTAINS DATA ON THE LABOR FORCE, EMPLOYMENT, UNEMPLOYMENT, LONG TERM UNEMPLOYMENT, AND FULL- AND PART-TIME EMPLOYMENT. IN SECTION B THE SPECIAL LABOR FORCE DATA INCLUDE TABLES ON MARITAL STATUS, SCHOOL ENROLLMENT, EDUCATIONAL ATTAINMENT, AND DUAL JOBHOLDERS AND WORK EXPERIENCE. SECTION C CONTAINS DATA ON EMPLOYMENT, HOURS, EARNINGS, AND LABOR TURNOVER IN NONAGRICULTURAL ESTABLISHMENTS. THE STATE AND AREA EMPLOYMENT AND UNEMPLOYMENT DATA COMPOSE SECTION D. IN SECTION E, ESTIMATES AND PROJECTIONS ARE MADE FOR POPULATION AND LABOR FORCE, EMPLOYMENT, EDUCATIONAL ATTAINMENTS, AND GOALS. IN SECTION F, MANPOWER PROGRAM STATISTICS INCLUDE BOTH MANPOWER DEVELOPMENT AND TRAINING ACT PROGRAMS AND OTHER PROGRAMS. SECTION G CONTAINS PRODUCTIVITY, GROSS NATIONAL PRODUCT, AND OTHER DATA. THE "MANPOWER REPORT OF THE PRESIDENT" FOR 1968 IS AVAILABLE AS ED 020 299. (MU)

ED029119 VT008098
THE PROBLEM OF YOUTH TRAINING. 65, 19P.

DELINQUENTS INVOLVED IN YOUTH EMPLOYMENT PROGRAMS MAY BE CHARACTERIZED AS DROPOUTS, UNEMPLOYED HIGH SCHOOL GRADUATES, UNDEREMPLOYED YOUTH READY FOR SKILL TRAINING, RESISTANT AND HARD-TO-REACH, HAVING CULTURAL AND COMMUNICATION INADEQUACIES, AND HAVING PHYSICAL AND EMOTIONAL DISABILITY. ONCE TRAINED THESE YOUTH SOMETIMES REFUSED TO ACCEPT EMPLOYMENT, WERE POORLY PREPARED FOR EARNING MONEY, GOT INTO TROUBLE, SOMETIMES QUIT THE LOW-ENTRY JOBS, WERE SOMETIMES FIRED AFTER PLACEMENT, AND HAD TO BE BROUGHT BACK INTO THE PROGRAM FOR FURTHER TRAINING AND REMEDIATION. OTHER FACTORS INCLUDED DISCRIMINATION, A SHORTAGE OF THE REQUISITE KINDS AND NUMBERS OF JOBS, THE OBSOLESCENCE AND INADEQUACY OF EXISTING VOCATIONAL SCHOOLS, THE REFUSAL OF LABOR UNIONS TO SUPPORT APPRENTICESHIP PROGRAMS, AND THE LACK OF PROGRAM COORDINATION BETWEEN THOSE WHO TRAIN AND THOSE WHO HIRE. THE SCHOOL DROPOUT IS FOR THE MOST PART TRAINABLE AND EMPLOYABLE, BUT ONLY WITH A CONSIDERABLE INVESTMENT IN TIME AND DOLLARS. THE STRATEGY OF THE ECONOMICS OF INTERVENTION AND RETURN ON INVESTMENT INDICATE THAT PREVENTION IS CHEAPER THAN THERAPY. SOME ALTERNATIVES TO EXISTING YOUTH EMPLOYMENT TRAINING PROGRAMS ARE THE ARMED FORCES MODEL, THE SCHOOL MODEL, THE REDEFINITION MODEL AND THE INDUSTRIAL MODEL. (DM)

ED029124 VT008182
RESEARCH VISIBILITY. ADMINISTRATIVE PROBLEMS IN VOCATIONAL EDUCATION. JAN 69, 16P.

THIRTEEN RESEARCH REVIEWS IN THIS ISSUE PERTAIN TO ADMINISTRATIVE PROBLEMS IN VOCATIONAL EDUCATION. THEY ARE ORGANIZED UNDER THESE TOPICS: (1) NATIONAL AND STATE LEADERSHIP, WHICH INCLUDES FOUR REPORTS COVERING WASTE, DUPLICATION, AND INEFFICIENCY, STATE LEVEL ADMINISTRATION, CHANGING ROLES OF STATE EDUCATION DEPARTMENTS, AND PROGRAM PLANNING AND PROGRAMING, (2) THE LOCAL ADMINISTRATOR WHICH REVIEWS A WORKSHOP DEVOTED TO TRADE AND INDUSTRIAL COOPERATIVE EDUCATION AND A STUDY OF THE ROLE OF ADVISORY COMMITTEES IN JUNIOR COLLEGES, (3) COST-BENEFIT ANALYSIS, WHICH TREATS A STATEMENT ON NATIONAL POLICY AND A SYMPOSIUM INTERIM REPORT, (4) PLANT AND FACILITIES, WHICH REPORTS FOUR PUBLICATIONS ON THE MAJOR CONSIDERATIONS AND ASPECTS OF FACILITY PLANNING, AND (5) EMPLOYMENT OF RETIRED MILITARY PERSONNEL. "PLAIN TALK," A CONTINUING COLUMN BY THE AUTHOR, REVIEWS PRESENT RESEARCH FUNDING LIMITATIONS, PRIORITY RESEARCH PROBLEM AREAS, AND LEGISLATIVE IMPLICATIONS FOR PROFESSIONAL VOCATIONAL EDUCATION MANPOWER DEVELOPMENT. THE BIBLIOGRAPHY LISTS 25 REPORTS WHICH ARE RELATED TO ADMINISTRATIVE PROBLEMS. (EM)

ED029143 VT008391
SHARED-TIME CONCEPT FOR AREA VOCATIONAL EDUCATION PROGRAMS. FINANCING AND ADMINISTERING AREA PROGRAMS. INTERIM REPORT, PART 4 OF A FOUR-PART SERIES. FEB 69. 41P.

THE SHARED-TIME CONCEPT PROJECT WAS ONE OF SEVERAL CONDUCTED UNDER A GRANT FOR A DEVELOPMENTAL VOCATIONAL EDUCATION RESEARCH AND TEACHER EDUCATION PROGRAM. OBJECTIVES WERE (1) TO DETERMINE THE EXTENT AND NATURE OF USE OF THE SHARED-TIME CONCEPT FOR CONDUCTING VOCATIONAL EDUCATION PROGRAMS, AND (2) TO DEVELOP SOME ADMINISTRATIVE GUIDELINES FOR ESTABLISHING SHARED-TIME PROGRAMS. THREE KINDS OF ACTIVITIES WERE CONDUCTED DURING THE COURSE OF THE PROJECT: (1) DATA GATHERING AND ANALYZING ACTIVITIES, (2) LEADERSHIP DEVELOPMENT ACTIVITIES, AND (3) DISSEMINATION ACTIVITIES. THIS PUBLICATION, THE FOURTH IN A FOUR-PART SERIES, IS BASED ON ADDRESSES AND DISCUSSIONS IN TWO WORKSHOPS HELD JULY 1966 AND JULY 1967 TO DISCUSS THE SHARED-TIME CONCEPT. THE TOPICS TREATED INCLUDE LEGAL CONSIDERATIONS, ALTERNATIVE ADMINISTRATIVE PATTERNS, AND FINANCING AREA PROGRAMS. SOME OF THE SPECIFIC EXPERIENCES OF ADMINISTRATORS OF AREA PROGRAMS IN MICHIGAN ARE PROVIDED FOR OTHERS TO CONSIDER IN DEVELOPING AREA PROGRAMS THROUGH USE OF A SHARED-TIME CONCEPT. OTHER PUBLICATIONS IN THIS SERIES ARE COMMUNITY FACTORS (VT 008 390), CONSIDERATIONS FOR CURRICULUM DEVELOPMENT (VT 008 392), AND PRACTICES AND PROCEDURES (VT 008 389). A FINAL REPORT OF THIS PROJECT IS AVAILABLE AS ED 019 513. (MM)

ED029155 VT008515
RESEARCH VISIBILITY: EVALUATION AND ACCREDITATION. MAY 69, 16P.

ELEVEN REVIEWS IN THIS ISSUE PERTAIN TO EVALUATION AND ACCREDITATION. THEY ARE ORGANIZED UNDER THESE TOPICS: (1) "COST ANALYSIS" PRESENTS REVIEW AND SYNTHESIS INFORMATION ON THE ECONOMICS OF VOCATIONAL EDUCATION AND A RESEARCH ATTEMPT TO COST ANALYZE 32 SCHOOLS, (2) "FOLLOW-UP STUDIES" SUMMARIZES HALF OF A NATIONAL SURVEY IN SECONDARY TRADE AND INDUSTRIAL EDUCATION WHICH SOUGHT COMPARATIVE DATA FOR VOCATIONAL AND ACADEMIC GRADUATES, (3) "BEHAVIORAL ANALYSIS" REPORTS A DEVELOPMENT AND EVALUATION PROJECT FOR SELF INSTRUCTIONAL METHODS IN TRADE AND INDUSTRIAL EDUCATION, AND (4) "OTHER STUDIES" INCLUDES TWO PAPERS AND A BOOK CHAPTER ON PROGRAM EVALUATION, AN MDTA PROGRAM EVALUATION REPORT, A GUIDANCE PROGRAM EVALUATION REPORT, A TEACHER EDUCATION PROGRAM EVALUATION REPORT, AND STANDARDS AND EVALUATIVE CRITERIA FOR POST SECONDARY SCHOOLS. "PLAIN TALK," A CONTINUING COLUMN BY THE AUTHOR, DISCUSSES "ECONOMIC EVALUATION," "ACCREDITATION EVALUATION," AND "SELF-EVALUATION" AS WELL AS PRIORITIES AND DIRECTIONS WHICH HAVE RECENTLY COME OUT OF THE U.S. OFFICE OF EDUCATION.

THE BIBLIOGRAPHY LISTS 39 ADDITIONAL ITEMS ON THE ABOVE TOPICS. (EM)

ED029180 AC003190
THE CHANGE AGENT AND THE PROCESS OF CHANGE. RESEARCH BULLETIN 17. 67, 100P.

AS A FINAL CHAPTER IN THE RESEARCH TO EVALUATE THE IMPACT OF THE MICHIGAN TOWNSHIP EXTENSION EXPERIMENT, THIS REPORT FOCUSES ON WHY AND HOW CHANGE CAME ABOUT, WHAT FACTORS APPEAR TO BE MOST CLOSELY RELATED TO CHANGE, AND THE WAYS IN WHICH CHANGE AGENTS CAN MOST EFFECTIVELY HELP BRING ABOUT CHANGE. IN THE EXPERIMENT, EXTENSION AGENTS WORKED INTENSIVELY WITH FARM FAMILIES IN FIVE TOWNSHIP AREAS FOR FIVE YEARS

ED029266 AC004549
A PLAN OF ORGANIZATION, ADMINISTRATION, AND ELEMENTS OF FINANCE FOR VOCATIONAL-TECHNICAL ADULT EDUCATION, BIRMINGHAM CITY SCHOOL SYSTEM. 68, 256P.
DOCUMENT NOT AVAILABLE FROM EDRS.

DESIGNED TO HELP FORMULATE A PLAN OF ORGANIZATION AND ADMINISTRATION FOR VOCATIONAL AND TECHNICAL EDUCATION AND ADULT EDUCATION IN THE BIRMINGHAM, ALABAMA, CITY SCHOOLS, THIS STUDY ENTAILED AN EXTENSIVE LITERATURE REVIEW ON VOCATIONAL EDUCATION AND ADMINISTRATIVE MATTERS

ED029355 EA002114
SCHOOL AND COMMUNITY: THE NEED FOR A NEW RELATIONSHIP. 6 FEB 69, 10P.

AT A TIME WHEN SCHOOLS MUST ADAPT TO RAPID CHANGE IN THE SOCIAL AND ECONOMIC STRUCTURE OF THE COMMUNITY, EDUCATIONAL LEADERS TEND TO INSULATE THEMSELVES FROM POLITICAL REALITY. THE EDUCATIONAL LEADER IS RESPONSIBLE FOR BALANCING THE TWO FORCES OF POLITICS AND CHANGE, WHICH PULL AT THE SCHOOL'S RESOURCES IN OPPOSITE DIRECTIONS. HE MUST DEVELOP POLITICAL INSIGHT AND JUDGMENT BECAUSE OF THE RISING COSTS OF EDUCATION AND GROWING CONFRONTATIONS WITH PARENT DISSATISFACTION, TEACHER ORGANIZATIONS, AND STUDENT UNREST. OTHER MAJOR SOCIAL FORCES AND DEVELOPMENTS MODIFYING THE TRADITIONAL SCHOOL-COMMUNITY RELATIONSHIP INCLUDE: (1) THE FEDERAL GOVERNMENT'S INCREASINGLY ACTIVE ROLE IN PUBLIC EDUCATION, (2) CONTINUING POVERTY IN THE MIDST OF AN AFFLUENT SOCIETY, AND (3) CYBERNATION, WITH ITS RESULTANT DECREASED DEPENDENCY ON HUMAN LABOR. RECENT ATTEMPTS BY EDUCATIONAL LEADERS TO RESOLVE PROBLEMS OF DECENTRALIZATION AND RACIAL INTEGRATION ILLUSTRATE THE EDUCATIONAL ADMINISTRATOR'S INTRINSICALLY POLITICAL RESPONSE TO THE INFLUENCE OF SPECIAL INTEREST GROUPS AND THE CHANGING RELATIONSHIP BETWEEN THE SCHOOL AND THE COMMUNITY. (JK)

ED029361 EA002139
ABOVE THE SALT: MILITANCY IN EDUCATION. PROCEEDINGS, MONT CHATEAU CONFERENCE ON COLLECTIVE NEGOTIATIONS IN EDUCATION (MORGANTOWN, W. VA., MARCH, 1968). GOODWIN, HAROLD I., ED.; CARLTON, PATRICK W., ED., 68, 79P.
HC NOT AVAILABLE FROM EDRS.

THIS CONFERENCE REPORT ON MILITANCY IN EDUCATION CONTAINS PAPERS PRESENTED BY EXPERTS IN COLLECTIVE NEGOTIATIONS AND SEEKS TO PRESENT A BALANCED POINT OF VIEW OF COLLECTIVE NEGOTIATIONS BY INVOLVING TEACHER ORGANIZATION REPRESENTATIVES, SCHOOL ADMINISTRATORS, SCHOOL BOARD MEMBERS, AND UNIVERSITY FACULTY MEMBERS. TOPICS COVERED INCLUDE PROBLEMS IN PROFESSIONAL AND NONPROFESSIONAL STAFF-BOARD NEGOTIATIONS, RELEVANCE OF PRIVATE SECTOR EXPERIENCE TO TEACHER BARGAINING, ROLE OF STATE EDUCATION ASSOCIATIONS, ROLE OF THE AMERICAN FEDERATION OF TEACHERS, THE FUTURE OF TEACHER NEGOTIATIONS, THE ANATOMY OF MILITANT PROFESSIONALISM, RIGHTS AND RESPONSIBILITIES OF THE VARIOUS PARTICIPANTS IN NEGOTIATIONS, TEACHER MILITANCY IN NEW YORK, TEACHER-ADMINISTRATOR-BOARD SALARY NEGOTIATIONS IN OREGON, NEGOTIATIONS IN MONTGOMERY COUNTY, MARYLAND, AND NEGOTIATIONS IN CANADA. A PANEL DISCUSSION AND CONFERENCE SUMMARY ARE INCLUDED. (TT)

ED029366 EA002146
MAPPING: A METHOD FOR ORGANIZING DATA ABOUT YOUR SCHOOL ATTENDANCE AREA. MAR 69, 14P.

THIS PAPER SHOWS THE SCHOOL PRINCIPAL HOW TO MAP HIS SCHOOL DISTRICT OR ATTENDANCE AREA TO SYSTEMATICALLY ORGANIZE AND RELATE PHYSICAL AND CULTURAL DATA INTO A COMPREHENSIVE SPATIAL PATTERN. USE OF SUCH MAPS IS SHOWN TO MAKE INTERACTIONS OF CULTURAL AND PHYSICAL ELEMENTS WITHIN THE SPATIAL PATTERN MORE EASILY SEEN AND UNDERSTOOD. MAJOR SOURCES OF GENERALLY AVAILABLE INFORMATION AND SOME OF THE PRINCIPAL METHODS OF OBSERVATION WHICH MAY BE EMPLOYED IN CONSTRUCTING SUCH MAPS ARE PROVIDED. A MAP OF THE ATTENDANCE AREA OF A SUBURBAN ELEMENTARY SCHOOL IS DEVELOPED IN DETAIL TO DEMONSTRATE THE SPECIFIC PROCEDURE, AND THE COMPLETED MAP IS DISCUSSED IN TERMS OF A PROJECTED FUTURE FOR THE AREA UNDER STUDY. MAPS ARE SHOWN TO PROVIDE SUCH INFORMATION AS LOCATIONS OF COMMUNITY SUPPORT FOR SCHOOLS, NEIGHBORHOOD REPRESENTATION IN SCHOOL ACTIVITIES, SOCIOECONOMIC BACKGROUND OF PUPILS, PARENTAL ASPIRATIONS, PARENTAL ATTITUDES TOWARD SCHOOL, TAX BASES, ATTITUDES TOWARD SCHOOL BOND ELECTIONS, AND TRANSIENT AREAS WITH HIGH STUDENT TURNOVER. (TT)

ED029369 EA002152
A SOCIAL SYSTEM ANALYSIS OF INNOVATION IN SIXTEEN SCHOOL DISTRICTS. CHRISTIE, SAMUEL G.; SCRIBNER, JAY D., FEB 69, 18P.

IN AN ATTEMPT TO PROVIDE INFORMATION ABOUT THE BEST STRATEGIES FOR EFFECTING CHANGE, DATA WERE COLLECTED FROM 65 SCHOOL BOARD MEMBERS, 16 SUPERINTENDENTS, 16 PRINCIPALS, AND 358 TEACHERS IN 16 SOUTHERN CALIFORNIA SCHOOL DISTRICTS. TWO SCALES TO MEASURE THE DEPENDENT VARIABLE, RATE OF ADOPTION OF EDUCATIONAL INNOVATIONS, WERE DEVELOPED--ONE TO MEASURE DISTRICT ADOPTION AND THE OTHER TO MEASURE INDIVIDUAL TEACHER ADOPTION.

ED029375 EA002161
EDUCATIONAL PROGRAM PLANNING AND RELATED TECHNIQUES. ANNOTATED BIBLIOGRAPHY. UNPUBLISHED REPORT. MAR 69, 15P.

THIS ANNOTATED BIBLIOGRAPHY CONTAINS 97 ENTRIES TO AID THOSE INTERESTED IN THE PROBLEMS AND TECHNIQUES OF COMPREHENSIVE PROGRAM PLANNING. IT IS DESIGNED FOR EDUCATORS WHO FEEL THAT SYSTEMS ANALYSIS, COST-BENEFIT STUDIES, AND MATHEMATICAL MODELS HAVE SOME RELEVANCE IN THE PLANNING PROCESSES OF A LARGE SCHOOL SYSTEM.

ED029379 EA002218
FAULT TREE ANALYSIS: A RESEARCH TOOL FOR EDUCATIONAL PLANNING. TECHNICAL REPORT NO. 1. OCT 66, 97P.
HC NOT AVAILABLE FROM EDRS.

THIS ESEA TITLE III REPORT DESCRIBES FAULT TREE ANALYSIS AND ASSESSES ITS APPLICABILITY TO EDUCATION. FAULT TREE ANALYSIS IS AN OPERATIONS RESEARCH TOOL WHICH IS DESIGNED TO INCREASE THE PROBABILITY OF SUCCESS IN ANY SYSTEM BY ANALYZING THE MOST LIKELY MODES OF FAILURE THAT COULD OCCUR. A GRAPHIC PORTRAYAL, WHICH HAS THE FORM OF A TREE, IS CONSTRUCTED BY A SERIES OF LOGICAL STEPS, SHOWING AT EACH STAGE PRECISELY HOW A GIVEN FAILURE CAN OCCUR. MATHEMATICAL FORMULAS BASED ON THE PROBABILITY OF OCCURRENCE OF INDIVIDUAL EVENTS ARE APPLIED TO DETERMINE THE CRITICAL PATH LEADING TO THE TOP UNDESIRED EVENT. AMONG THE MANY ADVANTAGES OF THIS TECHNIQUE IS ITS USEFULNESS AS A DEVICE FOR EVALUATION OF PROCESSES AS OPPOSED TO THE MORE COMMON EVALUATION OF PRODUCTS. THE DOCUMENT INCLUDES A HISTORY OF FAULT TREE ANALYSIS, PRINCIPLES OF FAULT TREE CONSTRUCTION, A PROTOTYPE FAULT TREE WITH ANALYSIS, AND EVALUATION OF FAULT TREE ANALYSIS AS AN EDUCATIONAL RESEARCH AND PLANNING TECHNIQUE. ALTHOUGH MANY TECHNICAL PROBLEMS ARE YET TO BE SOLVED, FAULT TREE ANALYSIS HOLDS MUCH PROMISE FOR APPLICATION TO EDUCATION. [NOT AVAILABLE IN HARD COPY DUE TO MARGINAL LIABILITY OF ORIGINAL DOCUMENT.] (TT)

ED029380 EA002219
AN ECONOMIC APPROACH TO SYSTEMS ANALYSIS. FEB 69, 15P.

THE INTERESTS OF ECONOMISTS IN EDUCATIONAL SYSTEMS HAVE TAKEN TWO DIRECTIONS: (1) CONCERN FOR THE INTERCHANGE OF RESOURCES BETWEEN EDUCATIONAL SYSTEMS AND THE NATIONAL ECONOMY, AND (2) AN INTEREST IN THE PRODUCTION OF EDUCATION. IN EXPRESSING THE RESOURCE INTERCHANGE, ECONOMISTS RELY ON THE LANGUAGE OF PRODUCTIVITY. OF CONCERN IS THE GLOBAL CONTRIBUTION OF EDUCATIONAL SYSTEMS TO NATIONAL ECONOMIC EFFICIENCY. THIS TYPE OF ANALYSIS IS RELEVANT TO SUCH DECISIONS AS WHETHER MORE OR LESS MONEY SHOULD BE SPENT FOR EDUCATION AND HOW MONEY SHOULD BE ALLOCATED WITHIN EDUCATIONAL SYSTEMS. MODEL BUILDING IS ESSENTIAL TO SYSTEMS ANALYSIS, AND THE MODELS USED FOR THIS TYPE OF STUDY ARE COST-BENEFIT MODELS. ECONOMIC SYSTEMS ANALYSIS IS NOW BEING DIRECTED TO AN EXAMINATION OF THE INTERNAL EFFICIENCY OF EDUCATION, WHICH INVOLVES ANALYSIS OF THE WAY IN WHICH EDUCATION IS PRODUCED. THIS FOCUS REQUIRES SCHOOLS TO BE THOUGHT OF AS PRODUCTIVE SYSTEMS WITH INTERRELATIONSHIPS AMONG PEOPLE, UNITS OF SPACE, AND EQUIPMENT DETERMINING THE EFFICIENCY OF THE PROCESS. AN ADMINISTRATOR'S PRODUCTION FUNCTION IS DEVELOPED AND INPUT-OUTPUT STUDIES, BASED ON LARGE-SCALE CROSS-SECTIONAL STATISTICAL ANALYSIS, ARE USED TO PROVIDE EMPIRICAL GUIDELINES FOR THE IMPROVEMENT OF ALLOCATION WITHIN EDUCATIONAL UNITS. (TT)

ED029386 EA002234
FINANCING THE SCHOOL FOOD SERVICE PROGRAM AT THE STATE LEVEL. MAR 69, 16P.

THE NEED FOR A SCHOOL FOOD SERVICE WAS RECOGNIZED AT THE BEGINNING OF THE 20TH CENTURY. SINCE THEN, MANY SUCH PROGRAMS, SOME ADEQUATE AND SOME INADEQUATE, HAVE BEEN INITIATED. THERE HAS, HOWEVER, ALWAYS BEEN THE PROBLEM OF INADEQUATE FINANCING TO PROVIDE LUNCHES FOR A FULL DAY'S NOURISHMENT AND SUFFICIENTLY INEXPENSIVE FOR EVERY STUDENT. IN MOST STATES, STATE LEGISLATURES AND LOCAL BOARDS OF EDUCATION HAVE NOT CONTRIBUTED THEIR FAIR SHARE TOWARD SUPPORT OF THE PROGRAM. TO BE SURE THERE ARE NO HUNGRY CHILDREN AT SCHOOL, IT IS RECOMMENDED THAT A SCHOOL FOOD SERVICE PROGRAM BE PROVIDED WHICH WILL PROVIDE NUTRITIONALLY ADEQUATE LUNCHES FOR PUPILS AND, WHERE NEEDED, SUPPLEMENTARY FOOD SERVICES INCLUDING BREAKFASTS AND MORNING AND AFTERNOON NOURISHMENTS

ED029391 EA002255
THE POLITICS OF ELEMENTARY-SECONDARY AND HIGHER EDUCATION. USDAN, MICHAEL D.; AND OTHERS, NOV 68, 32P.
DOCUMENT NOT AVAILABLE FROM EDRS.

ALTHOUGH ELEMENTARY-SECONDARY AND HIGHER EDUCATION HAVE TRADITIONALLY BEEN TREATED AS SEPARATE OBJECTS OF POLITICAL ACTION, VARIOUS PRESSURES ARE BRINGING THIS ARBITRARY DIVISION INTO QUESTION. IN AN EFFORT TO UNDERSTAND HOW

THESE TWO LEVELS OF EDUCATION INTERACT IN THE POLITICAL EDUCATIONAL ARENA IN DIFFERENT STATES, THE EDUCATION COMMISSION OF THE STATES SURVEYED EDUCATION OFFICIALS, POLICY MAKERS, INFORMED CITIZENS, AND MEDIA REPRESENTATIVES IN 12 OF THE 15 MOST POPULOUS STATES. THE FINDINGS INDICATE THAT IN MOST STATES, INTERLEVEL RELATIONSHIPS IN EDUCATION ARE ON THE VERGE OF OPEN CONFLICT OVER SUCH BASIC ISSUES AS RESOURCE ALLOCATION, ORGANIZATION OF POST-HIGH SCHOOL EDUCATION, RESPONSIBILITY FOR VOCATIONAL-TECHNICAL EDUCATION, AND TEACHER PREPARATION. PRESSURES TOWARD FURTHER POLITICAL INTERACTION AND POTENTIAL CONFLICT BETWEEN THE TWO LEVELS ARE LIKELY TO INCREASE IN THE YEARS AHEAD, MEANING THAT THESE DEVELOPMENTS CAN BE IGNORED ONLY AT CONSIDERABLE PERIL TO EDUCATION. THE BEST PROSPECT FOR TURNING INTERLEVEL RELATIONSHIPS AWAY FROM CONFLICT AND TOWARD COOPERATION LIES IN CREATION OF NEW OVERALL COORDINATING MECHANISMS. (JH)

ED029392 EA002256
DETROIT'S FIGHT FOR EQUAL EDUCATIONAL OPPORTUNITY. APR 69, 16P.

TO MEET THE CHALLENGE OF EQUAL EDUCATIONAL OPPORTUNITY, CURRENT METHODS OF PUBLIC SCHOOL FINANCE MUST BE REVISED. THE PRESENT FINANCIAL SYSTEM, BASED ON STATE EQUALIZATION OF LOCAL PROPERTY TAX VALUATION, IS INEQUITABLE SINCE IT RESULTS IN MANY SCHOOL DISTRICTS, PARTICULARLY THOSE IN LARGE CITIES, HAVING INADEQUATE RESOURCES TO MEET EXTRAORDINARY NEEDS. THE DETROIT EXPERIENCE DRAMATIZES THIS NATIONWIDE DILEMMA: IN LESS THAN A 10-YEAR PERIOD THE STATE EQUALIZED VALUATION HAS DECREASED BY A BILLION DOLLARS WHILE THE PUPIL POPULATION, CONTAINING A LARGE PROPORTION OF THE STATE'S DISADVANTAGED CHILDREN, HAS INCREASED. IN RESPONSE TO THE SEEMINGLY IMPOSSIBLE TASK OF PROVIDING EQUAL EDUCATION TO AN INCREASING ENROLLMENT WITH DECREASING RESOURCES, THE DETROIT BOARD OF EDUCATION HAS FILED SUIT AGAINST THE STATE OF MICHIGAN, CHARGING THAT THE STATE HAS FAILED TO PROVIDE EQUAL EDUCATIONAL OPPORTUNITIES IN VIOLATION OF THE EQUAL PROTECTION CLAUSE OF THE FOURTEENTH AMENDMENT. A COURT'S FINDING IN FAVOR OF THE SCHOOL DISTRICT'S CLAIM, OR A FAVORABLE DECISION FOR THE PLAINTIFF IN SIMILAR CASES CURRENTLY BEING CONTESTED ELSEWHERE, COULD LEAD TO THE TRANSFER OF PUBLIC SCHOOL FINANCE FROM LOCAL TO STATE AUTHORITY FOR MORE EQUITABLE ALLOCATIONS. (JH)

ED029393 EA002264
THE DILEMMA OF THE SCHOOL SUPERINTENDENT. 13 APR 69, 10P.

SCHOOL SUPERINTENDENTS CONSTRAINED BY AN ADMINISTRATIVE IDEOLOGY THAT IS OBSOLETE FACE A DILEMMA IN RESPONDING TO THE SOCIAL AND CULTURAL CHANGES CURRENTLY TAKING PLACE IN AMERICAN SOCIETY. FOR THE EMERGENT ROLE OF THE SCHOOL SUPERINTENDENT TO BE CONSONANT WITH SOCIETAL CHANGE, FOUR PROPOSITIONS ARE SUGGESTED: (1) GREATER POWER AND INFLUENCE SHOULD BE ADDED TO BOTH THE ADMINISTRATIVE AND LEADERSHIP DIMENSIONS OF HIS ROLE, (2) HIS VALUES AND BEHAVIOR SHOULD BECOME INCREASINGLY DEMOCRATIC, (3) HIS ROLE SHOULD BECOME MORE POLITICAL IN CHARACTER, AND (4) HIS EFFORTS SHOULD BE INCREASINGLY DIRECTED TOWARDS THE FOSTERING AND ADVOCATING OF INNOVATION. (JH)

ED029394 EA002266
IT'S TIME TO RESCHEDULE THE SCHOOL YEAR. APR 69, 19P.

WHILE MOST ADMINISTRATORS ARE PRIMARILY INTERESTED IN THE ECONOMIES OFFERED BY THE EXTENDED SCHOOL YEAR, IT IS THE OPPORTUNITIES FOR INCREASING EDUCATIONAL QUALITY WHICH SHOULD RECEIVE PRIMARY ATTENTION. THE KNOWLEDGE EXPLOSION IN THE PAST 70 YEARS DICTATES THIS FOCUS. THERE ARE FOUR BASIC WAYS OF RESCHEDULING THE SCHOOL YEAR.

ED029401 EA002359
TEACHER SALARIES AND FRINGE BENEFITS. 15 APR 69, 8P.

TO ATTRACT AND RETAIN AN ADEQUATE SUPPLY OF COMPETENT TEACHERS, PROFESSIONAL SALARIES AND FRINGE BENEFITS MUST BE INCREASED TO A LEVEL COMPETITIVE WITH OTHER PROFESSIONS AND OCCUPATIONS REQUIRING COMPARABLE PREPARATION AND EXPERIENCE. THE NEA HAS RECOMMENDED THAT SALARY SCHEDULES NEGOTIATED BETWEEN SCHOOL DISTRICTS AND TEACHERS SHOULD BE BASED UPON PREPARATION, TEACHING EXPERIENCE, AND PROFESSIONAL GROWTH. SALARY INCENTIVES FOR ENTERING AND STAYING IN THE TEACHING PROFESSION SHOULD BE SUPPLEMENTED BY INCREASED FRINGE BENEFITS. THE ACHIEVEMENT OF AN EQUITABLE AND REASONABLE BASIS FOR STAFF COMPENSATION WILL REQUIRE MAXIMUM COOPERATION AMONG BOARDS OF EDUCATION, ADMINISTRATORS, AND TEACHERS, AND A SIGNIFICANT FINANCIAL INVESTMENT. (JH)

ED029405 EC003498
OHIO LAWS FOR SPECIAL EDUCATION. FEB 68, 37P.

LAWS OF OHIO DEALING WITH SPECIAL EDUCATION FOR HANDICAPPED AND GIFTED CHILDREN ARE PRESENTED IN THE ADMINISTRATIVE AREAS OF PROGRAMS, SCHOOL FOUNDATION PROGRAM, ATTENDANCE, AND RELATED LAWS. (LE)

ED029407 EC003533
SPECIAL STUDY INSTITUTE FOR ADMINISTRATORS OF SPECIAL EDUCATION (SACRAMENTO, OCTOBER 30- NOVEMBER 3, 1967). 68, 185P.

ED029422 EC003894
PROJECTS TO ADVANCE CREATIVITY IN EDUCATION, TITLE III 20 DEC 68, 5P.

THE PROVISIONS AND PURPOSE OF TITLE III OF THE ELEMENTARY AND SECONDARY EDUCATION ACT RELATED TO THE EDUCATION OF HANDICAPPED CHILDREN ARE REVIEWED. AMENDMENTS TO THE LAW IN 1967 AND THE GOALS OF THE PROGRAM ARE CONSIDERED. THE ROLE OF THE STATES IN SUBMITTING PLANS TO THE OFFICE OF EDUCATION AND ELIGIBILITY REQUIREMENTS AND PROCEDURES ARE DESCRIBED. ALSO DESCRIBED ARE FOUR EXAMPLES OF INNOVATIVE APPROACHES CURRENTLY BEING FUNDED

ED029430 EC003933
CONTRIBUTIONS OF TITLE III TO THE EDUCATION OF HANDICAPPED CHILDREN. JAN 69, 12P.

INNOVATIVE FEDERAL LEGISLATION FOR THE HANDICAPPED IS REVIEWED, AND SUPPLEMENTARY GUIDELINES FOR TITLE III OF THE ELEMENTARY AND SECONDARY EDUCATION ACT, DESIGNED TO AID THE HANDICAPPED, ARE LISTED. FOUR TITLE III PROGRAMS ARE DESCRIBED WHICH BENEFIT THE PRESCHOOL DEAF, SEVERELY PHYSICALLY HANDICAPPED, EMOTIONALLY DISTURBED, AND TRAINABLE MENTALLY HANDICAPPED. (JD)

ED029443 EC003986
EVALUATION REPORT OF TITLE I ESEA [ELEMENTARY AND SECONDARY EDUCATION ACT] PROJECTS UNDER P. L. [PUBLIC LAW] 89-313 IN THE STATE OF VERMONT, 1966-1967. 1 NOV 67, 37P.

THE ROLE OF VERMONT STATE AGENCIES IN THE DEVELOPMENT AND COORDINATION OF EIGHT PROJECTS FUNDED UNDER TITLE I OF THE ELEMENTARY AND SECONDARY EDUCATION ACT (ESEA) IS DISCUSSED. THE EIGHT SPECIAL SCHOOLS PARTICIPATING ARE LISTED, AS ARE FOUR OUT OF STATE SCHOOLS ATTENDED BY VERMONT CHILDREN UNDER THE SAME TITLE. CONSIDERATION IS GIVEN THE FOLLOWING AGENCY FUNCTIONS: OPERATIONS AND SERVICES, INFORMATION DISSEMINATION, PROGRAM EVALUATION, PROBLEM AREAS INCLUDING TYPES OF ASSISTANCE MOST NEEDED, AND INTERRELATIONSHIPS WITH OTHER ESEA TITLES AND STATE AND FEDERAL PROGRAMS FOR THE HANDICAPPED. TWO EVALUATION REPORTS ARE OUTLINED, ONE OF A PROJECT AT THE VERMONT ASSOCIATION FOR CRIPPLED CHILDREN FOR SERVICE EXTENSION AND WORK TOWARD REFINEMENT OF DIAGNOSIS OF MULTIPLY HANDICAPPED CHILDREN AND ONE OF A PROJECT AT THE BRANDON TRAINING SCHOOL FOR INSTRUCTIONAL EXTENSION AND IMPROVEMENT FOR INSTITUTIONALIZED MENTALLY RETARDED CHILDREN. A LIST OF INSTRUMENTS FOR MEASURING THE IMPACT OF PROJECT SERVICES ON HANDICAPPED CHILDREN IS PROVIDED, AS ARE THE TRAINABLE MENTALLY RETARDED PERFORMANCE PROFILE RECORD BOOKLET AND TWO NEWSPAPER ARTICLES ABOUT THE PROJECT AT BRANDON SCHOOL. (SN)

ED029456 EF002882
DESIGN FOR LIFETIME LEARNING IN A DYNAMIC SOCIAL STRUCTURE. EDUCATION 1980 A.D. A STUDY OF EDUCATION POTENTIAL IN THE LITCHFIELD PARK AREA OF ARIZONA. 68, 152P.
DOCUMENT NOT AVAILABLE FROM EDRS.

THE COMMUNITY SCHOOL CONCEPT IS THE BASIS FOR THIS DESIGN FOR EDUCATION IN THE LITCHFIELD PARK AREA OF ARIZONA.

ED029457 EF003046
REPORT TO THE WISCONSIN EDUCATIONAL COMMUNICATIONS BOARD ON A WISCONSIN EDUCATIONAL RADIO AND TELEVISION MANAGEMENT STUDY. OCT 68, 127P.

A MANAGEMENT STUDY OF THE EXISTING STATEWIDE EDUCATIONAL RADIO NETWORK AND OF A PROPOSED STATIONWIDE NETWORK WITH REGARD TO FIVE BASIC AREAS OF CONCERN--(1) THE ADMINISTRATIVE STRUCTURE, (2) EDUCATIONAL NEEDS, (3) LEGAL CONSIDERATIONS, (4) FISCAL DATA, AND (5) TECHNICAL REQUIREMENTS. VARIOUS ALTERNATIVES AND SUPPORTING DATA ARE DEVELOPED FROM WHICH DECISIONS CAN BE MADE TO EVOLVE THE MOST PRODUCTIVE STATEWIDE EDUCATIONAL COMMUNICATIONS SYSTEM. THE REPORT IS INTENDED TO COMPLEMENT A TECHNICAL REPORT PREPARED UNDER ANOTHER CONTRACT. THE APPENDICES CONTAIN INFORMATION ON ETV ARRANGEMENTS ON A STATE-BY-STATE BASIS. (FPO)

ED029460 EF003122
LEGAL ASPECTS OF EDUCATIONAL FACILITIES. HETZEL, WALTER; AND OTHERS, MAR 69, 80P.

TRANSCRIPTIONS OF PAPERS PRESENTED DURING A CONFERENCE AT THE UNIVERSITY OF WISCONSIN DURING JULY, 1968. "LIABILITY AND SCHOOL FACILITIES" IS THE TOPIC OF THE FIRST PAPER, FOLLOWED BY PRESENTATIONS AND SEMINAR DISCUSSIONS CONCERNED WITH LEGAL ASPECTS OF CONSTRUCTION

ED029485 EF003445
DEVELOPMENT OF GUIDELINES FOR COOPERATIVE PURCHASING AGENCIES AND PROCEDURES FOR PUBLIC SCHOOL DISTRICTS. FINAL REPORT. FORSYTHE, RALPH A.; HARDIN, CLAUDE EUGENE, JUN 69, 53P.

IN ORDER TO ESTABLISH PROPER GUIDELINES FOR COOPERATIVE PURCHASING OF SUPPLIES AND EQUIPMENT BY SCHOOL DISTRICTS IN ASSOCIATION WITH OTHER SCHOOL DISTRICTS, A STATISTICAL STUDY WAS UNDERTAKEN. PUBLIC SCHOOL DISTRICTS IN THE U.S. WHICH HAD COMBINED THEIR PURCHASING POWER WERE IDENTIFIED AND EIGHTY-FOUR ORGANIZATIONS WERE CLASSIFIED ACCORDING TO--(1) GEOGRAPHIC LOCATION, (2) COMPOSITION OF MEMBERSHIP, (3) NUMBER OF STUDENTS, (4) NUMBER OF YEARS IN OPERATION, AND (5) ITEMS PURCHASED AND MONEY EXPENDED. MATERIALS FURNISHED BY THESE ORGANIZATIONS AS WELL AS MATERIALS OBTAINED FROM THE LITERATURE WERE EMPLOYED IN THE CONSTRUCTION OF AN INTERVIEW GUIDE TO BE APPLIED TO TEN SELECTED PURCHASING ORGANIZATIONS WHICH WERE THE OBJECTS OF THE MAIN STUDY. TENTATIVE GUIDELINES WERE PREPARED AS A RESULT OF INTERVIEWS AND THESE WERE VALIDATED BY SUBMITTING THEM TO THE PERSON WITH THE MOST EXPERTISE IN EACH OF THE 84 ORGANIZATIONS. A GUIDELINE WAS ACCEPTED IF IT WAS FOUND BY THE CHI SQUARE TEST TO BE SIGNIFICANT AT THE .05 LEVEL. SIXTY-THREE GUIDELINES WERE ACCEPTED. (NI)

ED029501 EM007197
ONE WEEK OF EDUCATIONAL TELEVISION NUMBER FIVE (MAY 6-12, 1968) 69, 128P.

THIS CENSUS OF A WEEK'S EDUCATIONAL UHF-VHF BROADCASTING IS ACCOMPANIED BY A SURVEY OF ITFS (2500 MHZ) AND CLOSED-CIRCUIT TELEVISION PROGRAMING. COMPARED TO 1966, THERE WAS PROPORTIONATELY MORE MATH, LESS FOREIGN LANGUAGE ON UHF-VHF. THE TREND TOWARD LESS LOCAL PRODUCTION AND THE TREND TOWARD MORE WEEKEND BROADCASTING CONTINUED

ED029537 FL001322
FOREIGN LANGUAGE TEACHING AND THE NATIONAL INTEREST. DEC 68, 4P.

EMPHASIZED IN THIS ADDRESS ARE THE CURRENT NEEDS FOR FOREIGN LANGUAGE AND AREA STUDIES TEACHING IN THE UNITED STATES. A DISCUSSION OF PROGRAM DESIDERATA INCLUDES INTERDISCIPLINARY APPROACH PRACTICES, GENERALIST VERSUS SPECIALIST CONSIDERATIONS, AND TEAM TEACHING POTENTIAL. ALSO MENTIONED BRIEFLY ARE GOVERNMENT, AS OPPOSED TO PRIVATE, FUNDING OF SUCH PROGRAMS AS WELL AS THE NECESSITY FOR INSTRUCTION IN CRITICAL LANGUAGE FIELDS. (AF)

ED029734 RC003443
THE APPALACHIAN REGIONAL COMMISSION ANNUAL REPORT, 1968. DEC 68, 159P.

AFTER 3 YEARS OF OPERATION, THE APPALACHIAN REGIONAL COMMISSION PRESENTS THIS REPORT AND EVALUATION OF ITS ACTIVITIES AS REQUIRED BY THE APPALACHIAN REGIONAL DEVELOPMENT ACT OF 1965. A BRIEF OVERVIEW IS GIVEN OF THE HISTORY OF THE PROGRAM, THE FEDERAL-STATE RELATIONSHIP, THE STRATEGY AND METHOD OF ATTACKING THE REGIONS' RURAL AND URBAN PROBLEMS, AND METHODS OF FINANCING THE PROGRAM. SPECIFIC REPORTS FOR PROGRAMS IN TRANSPORTATION, EDUCATION AND HEALTH, COMMUNITY FACILITIES AND HOUSING, NATURAL RESOURCES, LOCAL DEVELOPMENT DISTRICTS, AND RELATED RESEARCH ARE ALSO PRESENTED FOR THE VARIOUS STATES AND REGIONS INCLUDED IN APPALACHIA. (DK)

ED029737 RC003446
STATUS OF SECONDARY VOCATIONAL EDUCATION IN APPALACHIA. APPALACHIAN RESEARCH REPORT NO. 10. OCT 68, 66P.

A GENERAL DESCRIPTION IS PROVIDED OF THE VOCATIONAL EDUCATION PROGRAM WITHIN THE SECONDARY SCHOOLS OF PREDOMINATELY RURAL APPALACHIA, AS WELL AS AN INDICATION OF WHERE THE VOCATIONAL EDUCATION PROGRAM MAY BE STRENGTHENED TO MAKE INSTRUCTIONAL OFFERINGS RELEVANT TO THE JOBS AVAILABLE TO APPALACHIAN SECONDARY SCHOOL STUDENTS. DISCUSSION INCLUDES DATA COLLECTION PROBLEMS, MANPOWER SUPPLY AND DEMAND, STUDENT ENROLLMENT, FINANCIAL SUPPORT AND EXPENDITURES, EMPLOYMENT OPPORTUNITIES, AND MANPOWER REQUIREMENTS BY SUBREGIONS FOR THE PERIOD 1960-1975. NUMEROUS DATA TABLES ARE BROKEN DOWN BY REGIONS, SUBREGIONS, STATES, AND VOCATIONAL CATEGORY. AMONG THE CONCLUSIONS ARE: VOCATIONAL EDUCATION AT THE SECONDARY LEVEL IN APPALACHIA IS INADEQUATE IN SCOPE AND NEEDS STRENGTHENING BY GIVING BROADER BASE OF CHOICE TO HIGH SCHOOL STUDENTS

ED029749 RC003467
CHANGE IN SMALL SCHOOLS. ROGERS, EVERETT M.; SVENNING, LYNNE, MAY 69, 34P.

THE CHANGE PROCESS CAN BE DESCRIBED AS A CYCLE CONSISTING OF 5 PHASES: INVENTION, DIFFUSION, DECISION, ADOPTION-REJECTION, AND CONSEQUENCES. POOR COMMUNICATION BETWEEN INVENTOR AND USER IS PROBABLY THE WEAKEST POINT IN THE EDUCATIONAL SYSTEM. MOST INNOVATIVE DECISIONS ARE MADE BY THE SCHOOL SYSTEM RATHER THAN INDIVIDUAL TEACHERS. CHARACTERISTICS OF SMALL SCHOOL SITUATIONS, SUCH AS LIMITED FINANCIAL AND FACULTY RESOURCES, PHYSICAL ISOLATION, AND APATHETIC COMMUNITY ATTITUDES TOWARD EDUCATION, CONTRIBUTE TO A SLOW RATE OF ACCEPTANCE OF INNOVATION. SHARING SERVICES AND POOLING FINANCIAL RESOURCES MAY PERMIT SMALL SCHOOLS TO INITIATE MORE INNOVATIVE PROGRAMS. EDUCATIONAL RESEARCH AND DEVELOPMENT SHOULD FOCUS ON PRODUCING INNOVATIONS DESIGNED ESPECIALLY FOR THE CONDITIONS OF SMALL AND RURAL SCHOOLS. (JH)

ED029772 RE001838
MEASURING PROGRESS OF FOURTH GRADE PUPILS ENROLLED IN THE REMEDIAL PROGRAM IN READING OF THE AFTER-SCHOOL STUDY CENTERS. FINAL REPORT. FORLANO, GEORGE; ABRAMSON, JACK, JAN 67, 14P.

EXPERIMENTAL ANALYSIS OF THE RESULTS OF AN ESEA/TITLE I REMEDIAL READING PROGRAM UTILIZING AFTER-SCHOOL STUDY CENTERS IS PRESENTED. AN EXPERIMENTAL GROUP OF 1,521 NEW YORK CITY FOURTH-GRADE STUDENTS WHO WERE ENROLLED IN THE READING PROGRAM WAS COMPARED WITH A MATCHED CONTROL GROUP FROM THE SAME SCHOOLS AND A MATCHED GROUP FROM SCHOOLS NOT HAVING AN AFTER-SCHOOL PROGRAM. THE FINAL MEAN READING GRADE SCORES OF THE EXPERIMENTAL AND CONTROL GROUPS WERE COMPARED, AND THE T-TEST FOR CORRELATED GROUPS WAS APPLIED TO DETERMINE SIGNIFICANT DIFFERENCES. AFTER 1 SCHOOL YEAR, THE EXPERIMENTAL STUDENTS AS A GROUP GAINED ABOUT 27 TO 32 PERCENT MORE READING GROWTH THAN THE CONTROL STUDENTS WHO BECAME MORE RETARDED IN RELATION TO GRADE PLACEMENT BETWEEN INITIAL AND FINAL TESTING. CHARTS AND TABLES ARE INCLUDED. PROGRAM COSTS ARE ESTIMATED. (RT)

ED029825 SP002607
SEVERAL EDUCATORS' CURE FOR THE COMMON COLD, AMONG OTHER THINGS, OR ONE UNIONIST VIEW OF STAFF DIFFERENTIATION. APR 69, 17P.

THE ASSUMPTION THAT INSTRUCTIONAL RESPONSIBILITY IS TO BE GAUGED AND COMPENSATED FOR ON THE BASIS OF THE SPECIALTY OF TEACHING TASKS IS THE MOST UNACCEPTABLE THESIS OF DIFFERENTIATED STAFFING BECAUSE OF THE DIFFICULTY OF DETERMINING THE RELATIVE DEGREE OF IMPORTANCE OF THE VARIOUS TEACHING ROLES (E.G., CURRICULUM DEVELOPER, APPLIER OF RESEARCH, CLASSROOM INSTRUCTOR). A MORE REALISTIC ALTERNATIVE TO PROFESSIONALLY UNSOUND HIERARCHICAL ARRANGEMENTS WOULD BE ONE WHICH PLACES THE DIFFERENTIATED TASKS OF THE SPECIALISTS (IN MEDIA, IN DIAGNOSIS, IN INSTRUCTIONAL TECHNIQUE) AND THE "GENERALISTS" ON A HORIZONTAL CONTINUUM. AND UNTIL WE FIND A WORKABLE AND JUSTIFIABLE ALTERNATIVE, THE PRESENT SALARY SCHEDULE CONCEPT IS THE ONLY MANAGEABLE CHOICE WE HAVE--UNLESS WE CONSIDER ONE SCHEDULE FOR BOTH TEACHERS AND ADMINISTRATORS. STABILIZATION OF THE TEACHING PROFESSION WILL FIRST REQUIRE (1) A REINFORCEMENT OF THE ATTITUDE THAT TEACHING IS A COOPERATIVE, FRATERNAL EFFORT CALLING FOR SOLIDARITY AMONG TEACHERS, AND (2) AN EFFORT BY TEACHERS AND ADMINISTRATORS TO ENCOUNTER THE DIVISIVENESS EVIDENT IN VERTICAL CERTIFICATION AND VERTICAL DIFFERENTIATION PLANS. A CONTINUOUS PROGRESS ALTERNATIVE TO THE HIERARCHICAL LADDERS SHOULD BE DEVELOPED IN THE FORM OF INDIVIDUALIZED INSERVICE EDUCATION PROGRAMS--WITHIN A FRAMEWORK OF CERTIFICATION JUSTICE FOR ALL TEACHERS. (INCLUDED ARE FURTHER SUGGESTIONS FOR CERTIFICATION AND INSERVICE EDUCATION CHANGES PLUS THE RESULTS OF A PILOT STUDY ON THE RELATIVE IMPORTANCE OF VARIOUS TEACHING ROLES.) (JS)

ED029837 SP002648
EDUCATIONAL RESPONSIBILITIES OF THE FEDERAL GOVERNMENT. 64, 35P.
HC NOT AVAILABLE FROM EDRS.

THE FEDERAL GOVERNMENT HAS NOT COME CLOSE TO FULFILLMENT OF ITS EDUCATIONAL RESPONSIBILITIES. THE PROBLEM WILL NOT BE SOLVED SHORT OF RADICAL CHANGES IN THE STATUS OF EDUCATION AT THE NATIONAL LEVEL AND A GREATLY ENLARGED AWARENESS OF THE RESPONSIBILITIES OF THOSE WHO WIELD NATIONAL POWER. THE CHANGES ARE NEEDED IN TWO AREAS: FEDERAL POLICY AND FEDERAL STRUCTURE. THE POLICY CHANGE RELATES TO THE AMOUNT AND TYPE OF FEDERAL PARTICIPATION IN THE SUPPORT OF EDUCATION. FEDERAL FUNDS ARE NEEDED ON A LARGER SCALE AND SHOULD BE APPROPRIATED FOR GENERAL EDUCATION PURPOSES. BUT SINCE LARGE-SCALE, GENERAL SUPPORT HAS NOT BEEN POSSIBLE (WHILE CATEGORICAL GRANTS HAVE DEMONSTRATED THEIR ATTRACTIVENESS), VIGOROUS EFFORTS SHOULD BE MADE TO MODIFY CATEGORICAL GRANTS IN TERMS OF LARGE APPROPRIATIONS FOR MORE CATEGORIES AND AT LOWER EDUCATIONAL LEVELS. THE STRUGGLE FOR ADEQUATE FEDERAL POLICIES AFFECTING EDUCATION IS INTIMATELY TIED UP WITH THE QUESTION OF AN ADEQUATE FEDERAL STRUCTURE FOR THE ADMINISTRATION OF EDUCATIONAL AFFAIRS. THE STRUCTURE MOST TO BE RECOMMENDED FOR THE PERMANENCY AND DEPTH OF ITS INFLUENCE AND CAPACITY TO SERVE IS A DEPARTMENT OF EDUCATION WITH FULL CABINET STATUS. (INCLUDED WITH DISCUSSION OF THESE RECOMMENDATIONS IS A BRIEF HISTORY OF THE FEDERAL INTEREST IN PUBLIC EDUCATION IN THE U.S. AND EXAMINATION OF EIGHT PRINCIPLES "WHICH HAVE THEIR ROOTS IN TRADITIONAL AMERICAN VALUES" AND WHICH "OUGHT TO BE OBSERVED IN FEDERAL RELATIONS TO EDUCATION.") (JS)

ED029908 TE500310
NDEA NOW INCLUDES ENGLISH AND READING. NOV 64, 4P.

IN THIS ARTICLE PERTAINING TO THE SIGNIFICANCE OF THE 1964 AMENDMENTS TO TITLES 3 AND 11 OF THE NATIONAL DEFENSE EDUCATION ACT, SPECIAL ATTENTION IS PAID TO THE FUNDS ALLOCATED FOR READING AND ENGLISH INSTRUCTION. AFTER A BRIEF EXPLANATION OF THE ELIGIBILITY REQUIREMENTS, APPLICATION DETAILS, AND FUNDING FOR THE READING AND ENGLISH TEACHER INSTITUTES SUPPORTED BY TITLE 11, THERE IS A MORE EXTENSIVE SECTION DESCRIBING PROVISIONS AND ELIGIBILITY CRITERIA FOR THE PURCHASE OF MATERIALS AND EQUIPMENT AS WELL AS INFORMATION ON IMPROVEMENT OF SUPERVISION. (AF)

ED029922 UD003645
SUMMER MUSICAL TALENT SHOWCASE FOR DISADVANTAGED HIGH SCHOOL STUDENTS. EVALUATION OF NEW YORK CITY TITLE I EDUCATIONAL PROJECTS 1966-67. FOX, DAVID J.; WARD, ERIC, NOV 67, 17P.

EVALUATED IS A SUMMER PROJECT, FUNDED BY THE ELEMENTARY AND SECONDARY EDUCATION ACT (ESEA) TITLE I IN NEW YORK CITY. A GROUP OF MUSICALLY TALENTED HIGH SCHOOL STUDENTS FROM THE CITY'S POVERTY AREAS PREPARED A PROGRAM STRESSING THE MUSICAL CONTRIBUTIONS OF MINORITY GROUPS. THIS PROGRAM WAS PRESENTED AT ELEMENTARY SCHOOL ASSEMBLIES. ASSESSMENT OF EFFECTIVENESS OF PREPARATION AND TRAINING, PERFORMANCE, AND REACTIONS OF PARTICIPANTS FORMED THE BASIS OF THIS EVALUATION. THE DATA SHOW THAT, ALTHOUGH PERFORMERS AND AUDIENCES ENJOYED THE EXPERIENCE, BETTER ADMINISTRATIVE AND FISCAL ARRANGEMENTS ARE NEEDED. FOR A HISTORY AND DESCRIPTION OF ESEA TITLE I IN NEW YORK CITY, SEE UD 007 904. (NH)

ED029924 UD005017
INSCHOOL GUIDANCE FOR DISADVANTAGED PUPILS IN NONPUBLIC SCHOOLS. EVALUATION OF NEW YORK CITY TITLE I EDUCATIONAL PROJECTS 1966-67. SEP 67, 106P.

A NEW YORK CITY PROGRAM OFFERING CLINICAL AND GUIDANCE SERVICES TO PAROCHIAL SCHOOL CHILDREN IS DISCUSSED IN THIS EVALUATION OF AN ELEMENTARY AND SECONDARY EDUCATION ACT (ESEA) TITLE I PROJECT. THE PROGRAM WAS OPERATED BY THE BOARD OF EDUCATION AND WAS TO OFFER SERVICES COMPARABLE TO THOSE IN THE PUBLIC SCHOOLS. BASED ON DATA GATHERED BY EVALUATION INSTRUMENTS, OBSERVATION, INTERVIEWS, AND CERTAIN SUPPLEMENTAL INFORMATION, IT WAS CLEAR THAT THE PROGRAM SUFFERED MOST FROM STAFFING SHORTAGES WHICH MADE IT IMPOSSIBLE TO ACHIEVE THE STATED GOALS OF THE PROJECT. MOREOVER, THE RATIO OF PROFESSIONAL TO PUPIL WAS FAR TOO HIGH. OTHER DIFFICULTIES INVOLVED DIFFERENCES IN CULTURE, RELIGION, AND EDUCATIONAL PRACTICES BETWEEN THE PROFESSIONALS AND THE PAROCHIAL SCHOOLS. ALSO REPORTED ARE PROBLEMS OF ADMINISTRATION, LACK OF TEACHER ORIENTATION, ARTICULATION AND COMMUNICATION BETWEEN RELATED PROGRAMS, AND INADEQUATE FACILITIES AND MATERIALS. THE PROJECT HAS POTENTIAL AND MANY PARTICIPANTS FELT IT WAS VALUABLE. HOWEVER, ADJUSTMENTS IN POLICY AND PRACTICE ARE NEEDED. FOR A HISTORY AND DESCRIPTION OF ESEA TITLE I IN NEW YORK CITY, 1965-1968, SEE UD 007 904. (NH)

ED029934 UD007511
DREAMS AND VISIONS: TITLE I PROJECTS FOR 1967-1968. ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965. MAR 68, 424P.

THE NARRATIVE DESCRIPTIONS OF LOCAL SCHOOL DISTRICT PROJECTS IN NORTH CAROLINA, FUNDED BY THE ELEMENTARY AND SECONDARY EDUCATION ACT, TITLE I, ARE OFFERED IN THIS VOLUME. INFORMATION, INCLUDING PHOTOGRAPHS, ARE PRESENTED FOR EACH OF THE EIGHT EDUCATIONAL DISTRICTS AND FOR THE SPECIAL SCHOOLS. STATISTICAL INFORMATION IS ALSO INCLUDED. (NH)

ED029936 UD007905
EDUCATIONAL SERVICES FOR SOCIALLY MALADJUSTED PUPILS IN SELECTED INSTITUTIONAL SCHOOLS. EVALUATION OF NEW YORK CITY TITLE I EDUCATIONAL PROJECTS 1966-67. OCT 67, 64P.

EVALUATED IS A PROJECT TO INCREASE SERVICES FOR SOCIALLY MALADJUSTED PUPILS IN FOUR NEW YORK CITY SCHOOLS LOCATED IN INSTITUTIONAL SETTINGS. ADDITIONAL TEACHING STAFF, EQUIPMENT, AND SUPPLIES WERE ALLOTTED TO THESE SCHOOLS UNDER ELEMENTARY AND SECONDARY EDUCATION ACT (ESEA) TITLE I PROGRAMS. THE DEGREE OF IMPLEMENTATION OF THE PLAN TO AUGMENT STAFF SERVICES AND THE BEHAVIOR, ACHIEVEMENT, AND ATTITUDES OF THE PUPILS WERE APPRAISED, BASED ON INFORMATION DERIVED FROM EVALUATIONS OF STAFF MEMBERS AND PUPILS. ALTHOUGH TITLE I FUNDS EXPANDED AND ENRICHED THESE PROGRAMS, THE SPECIAL PROBLEMS OF THEIR POPULATIONS POINT TO THE NEED FOR FURTHER PROGRAM IMPROVEMENT.

ED029943 VT002508
PLANNING OCCUPATIONAL EDUCATION AND TRAINING FOR DEVELOPMENT. MAR 67, 82P.

THIS PRELIMINARY ESSAY WAS DESIGNED TO RAISE ISSUES FOR DISCUSSION IN THE INTERNATIONAL WORKSHOP ON OCCUPATIONAL EDUCATION AND TRAINING FOR DEVELOPMENT HELD AT STANFORD UNIVERSITY, AUGUST 1967, AND PARTICIPANTS WERE ASKED TO TEST AND CHALLENGE ALL PROPOSITIONS. THE ESSAY OFFERS A CONCEPTUAL FRAMEWORK AND A RATIONAL PROCEDURE FOR THE PLANNING OF OCCUPATIONAL EDUCATION AND TRAINING IN RELATION TO THE NEEDS OF ECONOMIC, POLITICAL, AND SOCIAL DEVELOPMENT, AND GIVES ATTENTION TO THE FOLLOWING TOPICS: (1) NEW CONCEPTS THAT APPEAR TO BE PROMISING AND TO CHALLENGE SOME OLD CONCEPTS, (2) EMERGING "BEST PRACTICES," WITH RESPECT TO SUCH THINGS AS WAYS OF DETERMINING THE CONTENT OF OCCUPATIONAL EDUCATION AND TRAINING, RELATIONS BETWEEN GENERAL AND OCCUPATIONAL EDUCATION, RESPECTIVE RESPONSIBILITIES OF SCHOOLS AND EMPLOYERS, AND PROVISION FOR FEEDBACK BETWEEN THE EMPLOYMENT SYSTEM AND THE EDUCATION SYSTEM, AND (3) UNSETTLED ISSUES, KEY PROBLEMS AND OPPORTUNITIES, AND IMPORTANT DIRECTIONS FOR RESEARCH AND DEVELOPMENT. WHILE CONCEIVED PRIMARILY TO HELP DEVELOPMENT PLANNERS IN THE NEWLY MODERNIZING COUNTRIES, THE ESSAY DEALS FOR THE MOST PART WITH PRINCIPLES THOUGHT TO HAVE WIDE APPLICABILITY AT NEARLY ALL LEVELS OF DEVELOPMENT. (CH)

ED029977 VT008544
STATE REPORTS OF VOCATIONAL-TECHNICAL PROGRAM DEVELOPMENT. FISCAL YEAR 1967. 67, 50P.

THIS COMPILATION OF REPORTS FROM THE STATES, THE DISTRICT OF COLUMBIA, AND THE OUTLYING AREAS DESCRIBES THE 1967 FISCAL YEAR OF OPERATION UNDER THE VOCATIONAL EDUCATION ACT OF 1963. THE STATES REPORT THAT WITH INCREASED FEDERAL, STATE, AND LOCAL FUNDING THEY HAVE EXPANDED PROGRAMS, CONSTRUCTED NEW FACILITIES AND ADDITIONS TO EXISTING FACILITIES, AND HAVE BEGUN OR PLANNED OTHERS. THEY HAVE ESTABLISHED NEW TRAINING PROGRAMS IN RESPONSE TO THEIR LONG-RANGE MANPOWER NEEDS. BASED ON INFORMATION IN THESE REPORTS, STATE VOCATIONAL EDUCATION AGENCIES ARE COOPERATING, MORE THAN EVER BEFORE, WITH OTHER GOVERNMENT AND NONGOVERNMENT AGENCIES IN PLANNING PROGRAMS, SUPPORT, AND FUNDING. THE 1966 FISCAL YEAR REPORT IS AVAILABLE AS ED 019 439. (CH)

ED029983 VT008586
COST-EFFECTIVENESS ANALYSIS AS A METHOD FOR THE EVALUATION OF VOCATIONAL AND TECHNICAL EDUCATION. 10 DEC 68, 18P

IT IS THE PURPOSE OF THIS PAPER TO DISCUSS COST-BENEFIT ANALYSIS IN TERMS OF: (1) ITS LOGIC AND MEANING, (2) SOME OF THE MISCONCEPTIONS WHICH PREVAIL CONCERNING THIS METHOD OF EVALUATION, (3) SOME OF THE PROBLEMS AND LIMITATIONS OF THIS METHOD, AND (4) THE CONCLUSIONS OF A STUDY WHICH ATTEMPTED TO DETERMINE WHETHER OR NOT THERE IS PAY-OFF FROM AN INVESTMENT IN VOCATIONAL AND TECHNICAL EDUCATION. COST-EFFECTIVENESS ANALYSIS IS AN ATTEMPT TO ESTABLISH THE EQUIVALENT OF A SYSTEM OF MARKET PRINCIPLES FOR VARIOUS TYPES OF GOVERNMENT ACTIVITIES. ONE SHOULD NOT TALK ABOUT EDUCATION IN TERMS OF COST OR NEEDS ALONE. NO COST CAN BE JUSTIFIED WITHOUT A REFERENCE TO PAY-OFF, AND THE SATISFACTION OF ANY NEED CANNOT BE JUSTIFIED WITHOUT REFERENCE TO COST. COST-BENEFIT ANALYSIS FORCES ADMINISTRATORS TO THINK THROUGH THEIR OBJECTIVES, CONCENTRATE ON COST, AND THINK IN TERMS OF ALTERNATIVES. SOME MISCONCEPTIONS ARE: (1) IT SEEKS TO CONDUCT EDUCATION ON A LEAST-COST BASIS, (2) BENEFITS ARE MEASURED ONLY IN DOLLAR TERMS, (3) SOME THINGS ARE NOT QUANTIFIABLE, (4) THE TECHNIQUE HAS NOT BEEN FULLY DEVELOPED, AND (5) IT TENDS TO IGNORE POLITICAL CONSIDERATIONS. A PENNSYLVANIA STUDY WAS REPORTED WHICH REVEALED CERTAIN VALUES OF VOCATIONAL-TECHNICAL PROGRAMS OVER OTHER HIGH SCHOOL CURRICULUMS. (DM)

ED029987 VT008597
REPORT OF A NATIONAL SEMINAR ON THE SCOPE OF THE RESPONSIBILITIES OF VOCATIONAL EDUCATION IN LARGE CITIES. FINAL REPORT. FEB 69, 98P.

MAJOR SPEECHES AND REPORTS OF WORKSHOP SESSIONS AT A SEMINAR ATTENDED BY 90 STATE AND CITY VOCATIONAL EDUCATION DIRECTORS, U.S. OFFICE OF EDUCATION PERSONNEL, AND CITY SCHOOL SUPERINTENDENTS ARE PRESENTED. THE MAJOR PURPOSES OF THE SEMINAR WERE: (1) TO IDENTIFY AND ANALYZE PROBLEMS CONFRONTING VOCATIONAL EDUCATION RELATED TO EFFECTIVENESS OF INNER-CITY YOUTH FOR JOB COMPLETION, (2) TO EXCHANGE IDEAS AND EXAMINE TRENDS THAT MAKE VOCATIONAL EDUCATION THE VEHICLE BY WHICH TRAINING CAN BE TRANSLATED INTO GETTING JOBS, AND (3) TO DEVELOP STRATEGIES OF ACTION LEADING TO IMPROVEMENT OF QUALITY VOCATIONAL-TECHNICAL EDUCATION. WORKSHOP REPORT TOPICS INCLUDE: (1) DEVELOPMENT, PLACEMENT AND FOLLOW UP OF YOUTH ON JOBS, (2) FINANCING EXPANDED PROGRAMS OF VOCATIONAL EDUCATION FOR DISADVANTAGED YOUTH AND ADULTS, (3) PROGRAM DEVELOPMENT FOR INSCHOOL YOUTH AND DROPOUTS, (4) PROGRAM FOR HARDCORE UNEMPLOYED ADULTS, (5) RESIDENTIAL VOCATIONAL EDUCATION PROGRAMS FOR INNER-CITY YOUTH OF MAJOR CITIES, AND (6) STATE AND LOCAL RELATIONSHIPS AND GUIDANCE FOR INNER-SCHOOL YOUTH. THE REACTIONS OF OFFICE OF EDUCATION PERSONNEL TO THESE REPORTS ARE ALSO PRESENTED. (FP)

ED029994 VT008632
ATTITUDES TOWARD VOCATIONAL EDUCATION IN THE SECONDARY SCHOOLS OF WEST VIRGINIA. PART I: SCHOOL ADMINISTRATORS AND BOARDS OF EDUCATION MEMBERS. JUL 68, 195P.

IT HAS BECOME INCREASINGLY IMPORTANT TO DETERMINE IF CERTAIN KEY SEGMENTS OF THE POPULATION RECOGNIZE AND ACCEPT THE PREMISE THAT THE OCCUPATIONAL PREPARATION OF YOUTH AND ADULTS IS A FUNCTION OF PUBLIC EDUCATION. THIS REPORT, PART I OF A TWO-PART SERIES, DEALS WITH SOME OF THE ATTITUDES TOWARD VOCATIONAL EDUCATION HELD BY SECONDARY SCHOOL ADMINISTRATORS AND BOARDS OF EDUCATION MEMBERS. DATA WERE COLLECTED BY QUES-

TIONNAIRE SENT TO 537 PERSONS OF WHICH 339 OR 63 PERCENT RESPONDED. FINDINGS INCLUDE: (1) IN SPITE OF THE APPARENT SUPPORT OF VOCATIONAL EDUCATION, THE RESPONDENTS INDICATED THAT THEY DID NOT FEEL PRESENT VOCATIONAL PROGRAMS WERE EFFECTIVELY PREPARING STUDENTS FOR TODAY'S WORLD OF WORK, (2) RESPONDENTS REPORTED THAT THEY DID NOT FEEL THEIR RESPECTIVE COUNTIES WERE PROVIDING A WIDE ENOUGH VARIETY OF VOCATIONAL EDUCATION PROGRAMS TO MEET THE DIVERSE INTEREST, ABILITIES, AND NEEDS OF STUDENTS NOT GOING TO COLLEGE, (3) A LACK OF SUFFICIENT MONEY FOR SUPPORT OF VOCATIONAL EDUCATION WAS IDENTIFIED AS THE MAJOR REASON WHY THERE WAS NOT MORE VOCATIONAL EDUCATION IN PUBLIC SCHOOLS, AND (4) THE RESPONDENTS FELT THE COST OF VOCATIONAL EDUCATION COULD BE JUSTIFIED IN TERMS OF THE NUMBERS OF PERSONS IT MADE USEFUL MEMBERS OF SOCIETY. PART II, DEALING WITH ATTITUDES HELD BY WEST VIRGINIA EMPLOYERS AND LABOR LEADERS, WILL BE PUBLISHED LATER. (CH)

ED030002 VT008802
RESEARCH HANDBOOK FOR VOCATIONAL-TECHNICAL EDUCATION. HULL, WILLIAM L.; AND OTHERS, JUL 69, 45P.

THIS HANDBOOK IS WRITTEN FOR USE BY INDIVIDUALS AT THE LOCAL AND STATE LEVELS, WITH THE ULTIMATE GOAL OF INFLUENCING THE NATURE AND DIRECTION OF RESEARCH IN VOCATIONAL-TECHNICAL EDUCATION. THE SUBSTANTIVE BASE FOR THE HANDBOOK IS DERIVED FROM PRESENTATIONS PUBLISHED IN TOTAL IN "PROCEEDINGS: NATIONAL CONFERENCE ON RESEARCH, 1968 VOCATIONAL EDUCATION AMENDMENTS" WHICH IS AVAILABLE AS ED 028 300. THE HANDBOOK IS ORGANIZED AROUND SUBSTANTIVE CONCEPTS AND LEVELS OF RESEARCH. CHAPTER I EXAMINES LEGISLATION AUTHORIZING RESEARCH MONIES. CHAPTER II AND III SUGGEST WAYS AND MEANS TO IMPLEMENT RESEARCH POLICIES ON THE STATE AND LOCAL LEVELS. CHAPTER IV DEALS WITH NATIONAL PROBLEMS AND ISSUES IN RESEARCH. A CHECKLIST FOR STATE PLAN RESEARCH PROVISIONS, SUGGESTED PROCEDURES FOR SUBMITTING AND FUNDING RESEARCH PROPOSALS, EXAMPLES OF RESEARCH COORDINATING ACTIVITIES, AND AN EXAMPLE OF A RESEARCH COORDINATING UNIT BUDGET ARE APPENDED. (CH)

ED030099 AL001885
THE FEDERAL INVESTMENT IN BILINGUAL EDUCATION. MAR 69, 11P.

IN THIS SPEECH CONGRESSMAN PUCINSKI REVIEWS THE OUTLOOK FOR BILINGUAL EDUCATION IN THE UNITED STATES. HE REMINDS US THAT THE GAINS THAT HAVE BEEN MADE IN THE PAST TWO OR THREE YEARS "ARE IMPRESSIVE IN THEIR INTENT," BUT THAT WE MUST RENEW OUR DEDICATION TO THIS IDEAL OR LOSE "THE INITIAL MOMENTUM WHICH HAS BEEN SO LONG IN THE MAKING." ALTHOUGH THERE WERE PROGRAMS FOR NON-ENGLISH SPEAKERS UNDERWAY IN SEVERAL STATES, AND ALTHOUGH FEDERAL COMMITTEES WERE WORKING AT THE NATIONAL LEVEL TO STUDY BILINGUAL PROBLEMS, THE BILINGUAL EDUCATION ACT OF 1967 WAS A MILESTONE OF PROGRESS TOWARD BILINGUAL-BICULTURAL EDUCATION. WIDE BIPARTISAN SUPPORT WAS GIVEN THE BILL AND 310 PRELIMINARY APPLICATIONS FOR AID WERE FILED UNDER ITS PROVISIONS, PROVING THAT BILINGUAL EDUCATION WAS AN IDEA WHOSE TIME HAD COME. THE FISCAL REALITIES OF THE YEAR 1969 WERE TO PROVE DISAPPOINTING, HOWEVER. ALTHOUGH $30 MILLION WAS AUTHORIZED FOR 1969, ONLY $7.5 MILLION WAS FINALLY AVAILABLE. "THE NEED HAS BEEN RECOGNIZED BUT THE LEGISLATION HAS YET TO BE TRANSLATED INTO A REAL FISCAL COMMITMENT." WE MUST THEREFORE CONCENTRATE OUR EFFORTS AND RESOURCES ON THREE MAJOR PROBLEMS: CHANGING STATE LAWS FORBIDDING INSTRUCTION IN LANGUAGES OTHER THAN ENGLISH, DEVELOPING SUITABLE BILINGUAL MATERIALS, AND, MOST IMPORTANTLY, PREPARING TEACHERS TO PARTICIPATE IN BILINGUAL PROGRAMS. THE PUBLIC SHOULD SUPPORT CONGRESSIONAL ACTION TO FUND SUCH PROJECTS. (JD)

ED030175 EA002231
THE DEPARTMENT OF BUSINESS AND FINANCE IN A PUBLIC SCHOOL SYSTEM. 68, 44P.
DOCUMENT NOT AVAILABLE FROM EDRS.

THIS BOOKLET DESCRIBES THE BUSINESS AND FINANCE FUNCTIONS OF MANAGING PUBLIC SCHOOL SYSTEMS. THE ROLE AND DUTIES OF A SCHOOL BUSINESS ADMINISTRATOR ARE DISCUSSED AND QUALIFICATIONS, EDUCATIONAL REQUIREMENTS, AND CERTIFICATION REQUIREMENTS ARE SUGGESTED FOR THE POSITION. THE ORGANIZATIONAL STRUCTURE, OPERATION, AND DUTIES OF ADMINISTRATORS IN THE SCHOOL BUSINESS SERVICES DIVISION OF THE MONTGOMERY COUNTY, MARYLAND, SCHOOL SYSTEM ARE DESCRIBED AS AN EXAMPLE OF HOW BUSINESS AND FINANCE DUTIES CAN BE FITTED INTO A SCHOOL SYSTEM'S ORGANIZATIONAL STRUCTURE. RECOGNIZING THAT SUCH A MODEL CANNOT FIT PERFECTLY THE UNIQUE QUALITIES OF EACH SCHOOL SYSTEM, GENERAL SUGGESTIONS ARE MADE CONCERNING OBJECTIVES OF THE BUSINESS DEPARTMENT, ORGANIZATIONAL FLEXIBILITY, QUALIFICATIONS FOR THE CHIEF BUSINESS OFFICER, AND ASSIGNMENT OF RESPONSIBILITIES. FINALLY, 15 POSITION DESCRIPTIONS ARE PROVIDED FOR VARIOUS BUSINESS RELATED MANAGEMENT PERSONNEL AS A FURTHER GUIDE TO MORE PROFESSIONAL SCHOOL BUSINESS MANAGEMENT. (TT)

ED030179 EA002243
A STUDY OF URBAN EDUCATION. A REPORT. 69, 60P.

TO OBTAIN A CLEARER UNDERSTANDING OF THE PROBLEMS OF URBAN EDUCATION IN ILLINOIS, A COMMITTEE OF SEVEN STATE LEGISLATORS AND 14 LAY CITIZENS ENGAGED IN A THREE-PART STUDY: (1) A SERIES OF STATEWIDE PUBLIC HEARINGS WAS HELD, RESULTING IN 27 PROPOSED SOLUTIONS, AND FIVE UNIVERSITIES SUBMITTED PLANS FOR THEIR INCREASED PARTICIPATION IN THE IMPROVEMENT OF URBAN EDUCATION. (2) DR. BEN C. HUBBARD REPORTED ON ATTEMPTS TO SOLVE URBAN EDUCATION PROBLEMS IN BALTIMORE AND NEW YORK CITY. (3) PROFESSIONAL MEMBERS OF THE COMMITTEE REVIEWED 57 ITEMS OF LITERATURE ISSUED BETWEEN 1964 AND 1968, CONCERNING PROBLEMS OF URBAN EDUCATION. RECOMMENDATIONS MADE BY THE COMMITTEE, AS A RESULT OF THEIR STUDY, INCLUDED ALLOCATION OF STATE SCHOOL FUNDS ON THE BASIS OF AVERAGE DAILY MEMBERSHIP, ENACTMENT OF LEGISLATION EMPOWERING THE STATE SUPERINTENDENT OF PUBLIC INSTRUCTION TO WORK WITH DISTRICT SUPERINTENDENTS AND LOCAL BOARDS OF EDUCATION TO BRING INDIVIDUAL SCHOOLS UP TO RECOGNIZED DEVELOPMENTAL STANDARDS, FORMATION OF A COUNCIL TO AID DEVELOPMENT OF PROGRAMS FOR EDUCATIONALLY DISADVANTAGED CHILDREN, IMPROVEMENT OF VOCATIONAL EDUCATION FOR STUDENTS IN THE INNER CITY, AND ENACTMENT OF STATE LEGISLATION PROVIDING FOR FINANCIAL SUPPORT OF PRESCHOOL PROGRAMS. (JK)

ED030186 EA002251
[AN ANALYSIS OF REGIONAL PLANNING AGENCIES IN CALIFORNIA FUNDED BY ESEA TITLE III: REPORT TO THE EDUCATIONAL AGENCIES IN CALIFORNIA FROM A STATEWIDE ADVISORY COMMITTEE. VOLUME I, A STUDY OF THE REGIONAL PACE CENTERS. VOLUME II, A STUDY OF THE REGIONAL DATA PROCESSING CENTERS. (2 PIECES)] 68, 267P.

THIS COMPREHENSIVE STUDY EVALUATES THE ESEA TITLE III REGIONAL PLANNING AND EVALUATION AGENCIES IN THE STATE OF CALIFORNIA. THE STUDY IS PREPARED AND REPORTED IN TWO VOLUMES: ONE EVALUATING THE 21 PROJECTS TO ADVANCE CREATIVITY IN EDUCATION (PACE) CENTERS AND THE OTHER EVALUATING THE 10 REGIONAL EDUCATIONAL DATA PROCESSING (EDP) CENTERS. ANALYSIS OF THE PACE CENTERS INCLUDES EVALUATION OF ESEA TITLE III AND THE EDUCATIONAL CHANGE PROCESS, DESCRIPTIONS OF MAJOR ELEMENTS OF CALIFORNIA'S EDUCATIONAL SYSTEM AND THE RELATIONSHIP OF THESE ELEMENTS TO THE EDUCATIONAL CHANGE PROCESS, EVALUATION OF THE INDIVIDUAL PACE CENTERS IN CALIFORNIA, AND SEVERAL APPENDICES SHOWING METHODOLOGY AND DATA USED IN THE ANALYSIS. THE VOLUME EVALUATING THE EDP CENTERS DESCRIBES THE HISTORY AND OPERATION OF THE SYSTEM, PRESENTS AN ANALYSIS OF SERVICES AND COSTS OF THE SYSTEM, AND DISCUSSES PROGRAM DEVELOPMENT AND THE FUNDING OF INDIVIDUAL CENTERS. BOTH VOLUMES PRESENT CONCLUSIONS AND RECOMMENDATIONS IN A CONVENIENT BEGINNING SECTION. (TT)

ED030187 EA002252
A PLANNING PROJECT TO DEVELOP NEW/IMPROVED TECHNIQUES AND PROCEDURES FOR EVALUATING ELEMENTARY AND SECONDARY SCHOOLS. FINAL REPORT. JAN 69, 32P.

THE REPORT OF THE FIRST PHASE OF A SIX-PHASE, LONGRANGE PROJECT TO DEVELOP PROCEDURES FOR EVALUATING ELEMENTARY AND SECONDARY SCHOOLS BRIEFLY OUTLINES THE TOTAL PROJECT, LISTS THE OBJECTIVES OF THE INITIAL PHASE, DEFINES GENERAL PROCEDURES OF THE PROJECT, AND DESCRIBES THE SEVERAL INSTITUTIONAL AND PERSONAL COMPONENTS OF THE PROJECT. UTILIZING SYSTEM CONCEPTS, THE TOTAL PROJECT HAS BEEN FORMULATED IN A FIVE-PART SEQUENCE: RETRIEVAL OR RESEARCH (1969-70), DESIGN (1970-71), REFINEMENT (1971-72), EVALUATION (1972-73), AND DISSEMINATION (1973-74). A LISTING OF 23 FINDINGS OF THE PLANNING STAFF INCLUDES VERIFICATION OF THE NEED FOR THE PROJECT, RECOGNITION OF SCHOOL EVALUATION AS A TIMELY TOPIC AMONG EDUCATIONAL LEADERS, PROJECT INFLUENCE ON THE IMPROVEMENT OF THE ACCREDITATION PROGRAM OF THE PROJECT'S SPONSORING AGENCY (WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES), AND A PRESSING NEED TO OBTAIN CERTAIN INFORMATION FROM SCHOOLS ON AN ANNUAL BASIS FOR DATA ANALYSIS. (JK)

ED030189 EA002257
AN OVERVIEW OF OPITMAL CONTROL THEORY APPLIED TO EDUCATIONAL PLANNING. FEB 69, 10P.

MATHEMATICAL MODEL BUILDING FOR EDUCATIONAL PLANNING IN THIS COUNTRY HAS BEEN HEAVILY INFLUENCED BY THE USOE DYNAMOD MODEL, A COMPUTERIZED MARKOV-TYPE OR INPUT-OUTPUT MODEL. HOWEVER, THE INPUT-OUTPUT METHOD IS STRUCTURALLY INADEQUATE TO REFLECT THE TRUE BEHAVIOR OF THE EDUCATIONAL SYSTEM. TO INTRODUCE SOME ELEMENTS OF DECISION MAKING INTO THE MODEL, SOME INVESTIGATORS HAVE ATTEMPTED TO APPLY OPTIMAL CONTROL THEORY. APPLICATION OF OPTIMAL CONTROL THEORY INVOLVES THE ADDITION OF CONTROL VARIABLES, WHICH ARE CONSTRAINED IN THEIR VALUES AND THUS REFLECT POLITICAL OR POLICY LIMITS, TO A GENERAL MATHEMATICAL MODEL CONSISTING OF EQUATIONS DEFINING THE INTERDEPENDENCE OF SETS OF VARIABLES CHARACTERIZING THE EDUCATIONAL SYSTEM. CONTROL THEORY MODELS ARE THEORETICALLY ATTRACTIVE PLANNING DEVICES BECAUSE THEY ALLOW FOR THE SPECIFICATION OF A SYSTEM'S INITIAL STATES AND CERTAIN DESIRED TARGETS WHILE PROVIDING FOR THE SELECTION OF A POLICY WHICH ACHIEVES THESE TARGETS AT A MINIMUM COST WHILE SATISFYING EXISTING CONSTRAINTS. ALTHOUGH BARRIERS TO PRACTICAL IMPLEMENTATION EXIST, THIS APPROACH PROMISES TO AID IN REVEALING THE VALUES OF A SYSTEMS APPROACH TO SOCIAL AND ECONOMIC PROBLEMS. (TT)

ED030195 EA002310
MANPOWER AND EDUCATIONAL PLANNING: AN ANNOTATED BIBLIOGRAPHY OF CURRENTLY AVAILABLE MATERIALS. JUL 68, 62P.

THIS ANNOTATED BIBLIOGRAPHY OF 110 DOCUMENTS ON MANPOWER AND EDUCATIONAL PLANNING IS INTENDED TO PRESENT STUDENTS WITH A CRITICAL APPRAISAL OF MATERIALS CURRENTLY AVAILABLE. THE BIBLI-

OGRAPHY INCLUDES SECTIONS ON DEMOGRAPHY

ED030201 EA002321
EVALUATION OF THE COMPREHENSIVE COMPENSATORY EDUCATION PROGRAM INSTITUTED UNDER THE PROVISIONS OF TITLE 1, ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965, PUBLIC LAW 89-10, FOR THE 1967-68 SCHOOL YEAR. NO. 1, PART 1. 15 AUG 68, 105P.

THIS DOCUMENT REPORTS ON THE FIRST PHASE OF AN EVALUATION OF THE 1967-68 ESEA TITLE I PROJECTS OF THE FRESNO CITY UNIFIED SCHOOL DISTRICT WHICH SEEKS ULTIMATELY TO ACHIEVE A RANK ORDERING OF PROJECT COMPONENTS AS TO THEIR EFFECTIVENESS. PRIMARY EMPHASIS IN THIS VOLUME IS ON DESCRIBING THE VARIOUS PROJECTS AND COMPONENTS ALONG WITH PERTINENT TEACHER APPRAISALS OF THESE COMPONENTS. TWO PROJECTS ARE DISCUSSED IN THE REPORT--PRESCHOOLS AND THE COMPREHENSIVE COMPENSATORY EDUCATION PLAN. COMPONENTS OF THE LATTER INCLUDE INSERVICE EDUCATION, INSTRUCTIONAL TV, STUDY TRIPS, PUPIL-TEACHER RATIOS, READING ARTICULATION, READING CENTERS, COUNSELING SERVICES, TEACHER CLERICAL AIDES, SCHOOL-HOME LIAISON, AND HEALTH SERVICES. DISCUSSION OF EACH COMPONENT INCLUDES A STATEMENT OF OBJECTIVES, A NARRATIVE DESCRIPTION, AND PROPOSED METHOD(S) OF EVALUATION. A SECTION OF GENERAL INFORMATION PROVIDES NAMES AND ADDRESSES OF ADMINISTRATIVE PERSONNEL ALONG WITH DATA ON ENROLLMENT, COMMUNITY SERVICES, ADVISORY COMMITTEES, PERSONNEL, AND PROGRAM EFFECTS ON INTEGRATION. (TT)

ED030211 EA002354
FALL 1968 STATISTICS OF PUBLIC ELEMENTARY AND SECONDARY DAY SCHOOLS BARR, RICHARD H.; FOSTER, BETTY J., MAR 69, 42P.
HC NOT AVAILABLE FROM EDRS.

THIS 15TH ANNUAL NATIONAL SURVEY OF PUBLIC ELEMENTARY AND SECONDARY SCHOOL STATISTICS PRESENTS DATA AS OF FALL 1968 FOR EACH STATE, THE DISTRICT OF COLUMBIA, SEVEN OUTLYING AREAS, AND THE 14 LARGEST CITIES. QUESTIONNAIRES COMPLETED BY STATE DEPARTMENTS OF EDUCATION PROVIDE DATA ON THE NUMBER OF LOCAL SCHOOL DISTRICTS, ENROLLMENT BY GRADE, HIGH SCHOOL GRADUATES, TEACHERS, PUPIL-TEACHER RATIOS, INSTRUCTION ROOMS, ESTIMATED SCHOOL EXPENDITURES BY MAJOR PURPOSE, AND AVERAGE SALARIES OF INSTRUCTIONAL STAFF AND CLASSROOM TEACHERS. A SAMPLE SURVEY REPORT FORM IS APPENDED. (TT)

ED030212 EA002375
THE TEACHER'S DAY IN COURT: REVIEW OF 1967. AN ANNUAL COMPILATION. SCHOOL LAW SERIES. 68, 61P.
HC NOT AVAILABLE FROM EDRS.

THIS REPORT CONTAINS DIGESTS OF 1967 COURT DECISIONS DEALING WITH LEGAL AND CONSTITUTIONAL ISSUES OF IMPORTANCE TO TEACHERS. ALL LEVELS OF THE STATE AND FEDERAL JUDICIARY SYSTEMS ARE REPRESENTED BY THE DECISIONS. THE 82 CASE DIGESTS ARE ARRANGED UNDER THE FOLLOWING TOPIC HEADINGS: (1) ELIGIBILITY AND CERTIFICATION, (2) SALARIES, (3) CONTRACTS, (4) TENURE, (5) SCHOOL DESEGREGATION, (6) TEACHER-SCHOOL BOARD NEGOTIATION, (7) LOYALTY, (8) LIABILITY FOR PUPIL INJURY, (9) RETIREMENT, AND (10) MISCELLANEOUS. THE DISTRIBUTION OF CASES REPORTED UNDER THESE CATEGORIES IS RELATIVELY EVEN WITH THE EXCEPTION OF TEACHER TENURE ISSUES

ED030214 EA002377
HIGH SPOTS IN STATE SCHOOL LEGISLATION, JANUARY 1-AUGUST 31, 1968. AN ANNUAL COMPILATION. SCHOOL LAW SERIES. 68, 71P.
HC NOT AVAILABLE FROM EDRS.

THIS REPORT ON STATE SCHOOL LEGISLATION IN AN 8-MONTH PERIOD IN 1968 CONTAINS A LIST OF THE MAJOR LEGISLATIVE ACHIEVEMENTS AND DEFEATS AS IDENTIFIED BY 31 STATE NEA AFFILIATES. THE LIST IS FOLLOWED BY A STATE-BY-STATE LISTING OF THE ASSOCIATION GOALS, THE EXTENT TO WHICH THEY WERE REALIZED, AND SIGNIFICANT SCHOOL LAWS PASSED, GROUPED UNDER 18 SUBJECT-MATTER AREAS. THE LEGISLATION COMPILED IN THIS REPORT AFFECTS TEACHERS, PUPILS, AND GENERAL SCHOOL ADMINISTRATION IF THE 31 STATES SAMPLED. REPORTS OF 1967 COURT LITIGATION AFFECTING TEACHERS AND PUPILS ARE INCLUDED IN RELATED SCHOOL LAW DOCUMENTS EA 002 375 AND EA 002 376. (JH)

ED030215 EA002384
THE SCHOOL AS A SOCIAL SYSTEM--STRESS AND DISTRESS. MAR 69, 21P.

THREE MAJOR AREAS OF CONFRONTATION WITHIN THE EDUCATIONAL SYSTEM STEM FROM POWER SHIFTS TAKING PLACE WITHIN THE SOCIAL SYSTEM AS A WHOLE. THE TAXPAYER'S REVOLT AGAINST INCREASED SCHOOL EXPENDITURES AS JUXTAPOSED TO TEACHERS' COLLECTIVE DEMANDS FOR SALARY INCREASES FORMS THE NUCLEUS OF ONE MAJOR CONFRONTATION AREA. SECONDLY, URBAN SCHOOLS FACE A DILEMMA WHILE ATTEMPTING TO RECONCILE BLACK POWER DEMANDS FOR COMMUNITY CONTROL OF SCHOOLS WITH THE PRINCIPLE THAT CENTRALIZATION IS A LOGICAL COROLLARY OF INCREASING INTERDEPENDENCE AND HOMOGENEITY WITHIN THE SOCIETY. THE REVOLT OF COLLEGE AND HIGH SCHOOL STUDENTS AGAINST THEIR ADMINISTRATIONS FORMS THE THIRD MAJOR AREA OF CONFRONTATION. ALTHOUGH THE EDUCATIONAL SUBSYSTEM MUST BE CAPABLE OF ADAPTING TO NEW SOCIAL DEMANDS, THESE THREE DISTRESSES ARE SYMPTOMATIC OF SOCIETAL, RATHER THAN STRICTLY EDUCATIONAL, ILLS. AS SUCH, THE ROOT CAUSES OF THESE DISTRESSES CAN ONLY BE TREATED BY THE INTEGRATED EFFORTS OF THE MANY SUBSYSTEMS COMPRISING THE TOTAL SOCIAL SYSTEM. (JH)

ED030217 EA002387
PLANNING EDUCATIONAL CHANGE: VOLUME II. HUMAN RESOURCES IN SCHOOL DESEGREGATION. CHESLER, MARK A.; AND OTHERS, 69, 46P.
HC NOT AVAILABLE FROM EDRS.

THIS MANUAL IS DESIGNED TO ASSIST SCHOOL SUPERINTENDENTS IN PLANNING AND IMPLEMENTING COMPLETE SCHOOL DESEGREGATION AS PRESCRIBED BY LAW. CHAPTERS I THROUGH VI DISCUSS SPECIFIC TECHNIQUES APPLICABLE TO THE STAGES OF THE DESEGREGATION PLANNING PROCESS.

ED030219 EA002395
SELECTED BIBLIOGRAPHY ON EDUCATIONAL PARKS. BIBLIOGRAPHY SERIES, NUMBER FIFTEEN. KLEBE, JOHN A., COMP.; SMITH, STUART C., ED., JUL 69, 11P.

THIS BIBLIOGRAPHY LISTS 63 BOOKS, ARTICLES, AND OTHER PUBLISHED MATERIALS DATING FROM 1964 TO 1969 ON THE SUBJECT OF EDUCATIONAL PARKS. IN THE INTRODUCTION, THE EDUCATIONAL PARK IS DESCRIBED AS A POSSIBLE SOLUTION TO THE EDUCATIONAL NEEDS OF STUDENTS IN METROPOLITAN AREAS. BY COMBINING SITE AND FACILITIES FOR A NUMBER OF SCHOOLS SERVING STUDENTS OF SEVERAL AGE LEVELS, THE EDUCATIONAL PARK ALLOWS A REDUCTION IN PER STUDENT COSTS AND MAKES POSSIBLE SPECIAL EDUCATIONAL PROGRAMS. ITEMS LISTED IN THE BIBLIOGRAPHY INCLUDE EVALUATION OF THE EDUCATIONAL PARK CONCEPT AND CASE STUDIES OF PARKS IN OPERATION. (MLF)

ED030223 EA002431
EDUCATION AND STATE POLITICS: THE DEVELOPING RELATIONSHIP BETWEEN ELEMENTARY-SECONDARY AND HIGHER EDUCATION. USDAN, MICHAEL D.; AND OTHERS, 69, 190P.
DOCUMENT NOT AVAILABLE FROM EDRS.

A DETAILED SURVEY OF EDUCATION OFFICIALS, STATE OFFICE HOLDERS, INFORMED CITIZENS, AND MEDIA REPRESENTATIVES IN 12 OF THE 15 MOST POPULOUS STATES REVEALED THAT EDUCATIONAL ORGANIZATION HAS FRAGMENTED INTO THE ELEMENTARY-SECONDARY AND HIGHER EDUCATION LEVELS DUE TO THE PRACTICES THAT DEVELOPED IN THE PAST. THE FORMER LEVEL HAS RECENTLY FALLEN FROM THE LEADERSHIP POSITION DUE TO A SPLIT IN ITS RANKS OVER TEACHER MILITANCY AND PUBLIC QUESTIONING OF TRADITIONAL TEACHING PRACTICES. AS THE LATTER LEVEL MOVED INTO PROMINENCE THE RELATIONSHIP BETWEEN THE TWO CHANGED FROM BENIGN RESENTMENT TO OPEN CONFLICT OVER SUCH ISSUES AS SHARING FUNDS, CONTROL OVER TEACHER TRAINING, AND RESPONSIBILITY FOR VOCATIONAL-TECHNICAL EDUCATION AND FOR THE 13TH AND 14TH GRADES. THIS REPORT OUTLINES THE STATUS OF THESE ISSUES IN EACH OF THE 12 STATES, DETAILING THE POLITICAL STRUCTURES INVOLVED IN POLICY MAKING. THE REPORT CONCLUDES THAT COOPERATION BETWEEN THE TWO LEVELS IS NECESSARY FOR A CONTINUALLY IMPROVING EDUCATIONAL SYSTEM, AND SUGGESTS THE CREATION OF NEW OVERALL COORDINATING MECHANISMS THAT WILL ENABLE THE STATES TO UNDERTAKE RATIONAL PLANNING IN EDUCATION. A RELATED DOCUMENT IS EA 002 255. (LN)

ED030225 EC003030
FEDERAL RESEARCH AND DEMONSTRATION PROGRAMS BENEFITING THE DISADVANTAGED AND HANDICAPPED. JAN 68, 60P.
HC NOT AVAILABLE FROM EDRS.

PURPOSE, AUTHORITY, APPLICANT REQUIREMENTS, PROJECT DEADLINES, FEDERAL FUNDING MATCHING STIPULATIONS, PROGRAM FOCUS, 1968 PRIORITIES, AND SOURCES FOR INFORMATION AND GUIDELINES ARE GIVEN FOR 23 PROGRAMS AND PROJECTS ADMINISTERED BY THE FEDERAL GOVERNMENT. INCLUDED ARE THOSE OF THE OFFICE OF EDUCATION, SOCIAL AND REHABILITATION SERVICE, AND PUBLIC HEALTH SERVICE WITHIN THE DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

ED030226 EC003491
ESEA [ELEMENTARY AND SECONDARY EDUCATION ACT] TITLE 1 COMPONENTS: EVALUATION REPORTS 30 SEP 68, 301P.

SPECIAL EDUCATION AND SUPPORTIVE SERVICES FUNDED UNDER TITLE I OF THE ELEMENTARY AND SECONDARY EDUCATION ACT (SEPTEMBER 1967 TO AUGUST 1968) IN LOS ANGELES PUBLIC AND PRIVATE SCHOOLS ARE EVALUATED. PROJECTS UNDER THE HEALTH SERVICES BRANCH, CHILD WELFARE AND ATTENDANCE BRANCH, OFFICE OF URBAN AFFAIRS, AND SPECIAL EDUCATION ARE DESCRIBED

ED030228 EC003532
CHANGING PATTERNS IN RESIDENTIAL SERVICES FOR THE MENTALLY RETARDED KUGEL, ROBERT B., ED.; WOLFENSBERGER, WOLF, ED., 10 JAN 69, 428P.

FACTS ABOUT PUBLIC RESIDENTIAL FACILITIES FOR THE MENTALLY RETARDED IN THE UNITED STATES INTRODUCE THE FOLLOWING SUBJECT : PERSONAL REACTIONS BY AN AMERICAN AND BY A SCANDINAVIAN VISITOR TO TYPICAL STATE INSTITUTIONS FOR THE RETARDED

ED030245 EC003944
ADMINISTRATION OF SPECIAL EDUCATION 67, 217P.
DOCUMENT NOT AVAILABLE FROM EDRS.

A GUIDE FOR GENERAL AND SPECIAL EDUCATION ADMINISTRATORS PRESENTS AN OVERVIEW OF SPECIAL EDUCATION PROGRAMS. WORLDWIDE DEVELOPMENT OF SPECIAL SCHOOL PROGRAMS AND THE PRESENT SCOPE OF SPECIAL EDUCATION ARE CONSIDERED.

ED030270 EF003223
WHICH REFRIGERATION SYSTEM IS BEST FOR YOUR SCHOOL? FEB 63, 3P.
DOCUMENT NOT AVAILABLE FROM EDRS.

SEVERAL TYPES OF REFRIGERATION SYSTEMS AVAILABLE TO THE CONSULTING ENGINEER ARE DISCUSSED. THE ENGINEER SHOULD ANALYZE ALL ENERGY SOURCES AND BASE HIS RECOMMENDATIONS ON COMPARATIVE COSTS AND AVAILABILITY OF SOURCES, KEEPING IN MIND THAT OPERATING COSTS ARE OF PRIMARY IMPORTANCE TO SCHOOLS. THE ANALYSIS BEGINS WITH A CAREFUL APPRAISAL OF THE BUILDING. ACCURATE DETERMINATION OF OPERATING HOURS IS VITAL IN ANALYZING OPERATING COSTS. REFRIGERATION MACHINE MANUFACTURERS SHOULD BE CONSULTED FOR EQUIPMENT DATA, PHYSICAL DIMENSIONS, AND OPERATING FIGURES. THREE BASIC TYPES OF WATER CHILLING EQUIPMENT ARE ALSO DESCRIBED. (RH)

ED030272 EF003275
PLANNING EDUCATIONAL FACILITIES. 65, 121P.

A SUBSTANTIAL PORTION OF THIS TEXT BOOK IS DIRECTED TO THE SPECIFICS OF PLANNING EDUCATIONAL FACILITIES FOR THE FUTURE. THE OPENING DISCUSSION OF THS HISTORICAL DEVELOPMENT OF EDUCATIONAL FACILITIES IS FOLLOWED BY PRESENTATIONS CONCERNING HOW TO DETERMINE SCHOOL BUILDING NEEDS, HOW TO PLAN A BUILDING, HOW TO MODERNIZE A BUILDING, AND HOW TO FINANCE THE CAPITAL OUTLAY. THE BOOK CONCLUDES WITH A LOOK INTO THE FUTURE AND A CASE STUDY, WHICH DESCRIBES IN CONCRETE TERMS THE CONCEPTS AND GENERALIZATIONS DISCUSSED EARLIER. A BIBLIOGRAPHY IS INCLUDED. (FS)

ED030300 EM007125
THE SCHOOLS AND THE CHALLENGE OF INNOVATION. JAMES, H. THOMAS; AND OTHERS, JAN 69, 369P.
DOCUMENT NOT AVAILABLE FROM EDRS.

PAPERS CONTRIBUTED BY AUTHORS PROMINENT IN EDUCATIONAL INNOVATION AND TECHNOLOGY ARE IN THIS COLLECTED WORK. THE AUTHORS DO NOT ALWAYS AGREE, BUT A BROAD PATTERN OF AGREEMENT IS DISCERNIBLE. THEY AGREE ON THE IDENTIFICATION OF THOSE MAJOR PROBLEMS CONFRONTING THE SCHOOLS TODAY AS A RESULT OF THE NEW SOCIAL FORCES AT WORK

ED030354 FL001383
FLES LATIN AND ITS NECESSARY CONSEQUENCES ON THE SECONDARY SCHOOL PROGRAM. MAY 69, 2P.

AFTER A BRIEF DESCRIPTION OF THE FLES LATIN PROGRAM IN THE PHILADELPHIA SCHOOL DISTRICT, THIS ARTICLE PROCEEDS TO LIST CHANGES IN SECONDARY SCHOOL PROGRAMS, IN GENERAL, THAT WILL BE STIMULATED BY OFFERING LATIN AT THE ELEMENTARY SCHOOL LEVEL. MENTIONED ARE SUCH CONSEQUENCES AS (1) AN INFLUX OF AVERAGE AND BELOW-AVERAGE STUDENTS, (2) THE DISPLACEMENT OF THE GRAMMAR-TRANSLATION METHOD BY VISUAL-AUDIO-LINGUAL APPROACHES, (3) THE DEVELOPMENT OF CULTURAL AND HUMANISTIC ATTITUDES IN LEARNING AND A MORAL APPROACH TO LATIN LITERATURE, (4) A REEVALUATION OF LITERARY SELECTIONS, (5) A LONGER STUDY SEQUENCE, (6) INTERDISCIPLINARY COURSES IN THE CLASSICS, AND (7) NEW CHALLENGES FOR AN EXPANDED CORPS OF TEACHERS. (AF)

ED030510 RC003482
URBAN EDUCATION AND THE MEXICAN-AMERICAN. 23 AUG 68, 9P.

ED030518 RC003500
DECLARATION OF INDIAN PURPOSE: THE VOICE OF THE AMERICAN INDIAN. PROCEEDINGS OF AMERICAN INDIAN CHICAGO CONFERENCE (UNIVERSITY OF CHICAGO, JUNE 13-20, 1961). 61, 51P.

THE AMERICAN INDIAN CHICAGO CONFERENCE HELD AT THE UNIVERSITY OF CHICAGO, JUNE 13-20, 1961, WAS DESIGNED TO ALLOW INDIANS OF ALL TRIBES TO VOICE THEIR OPINIONS AND DESIRES. THE PROCEEDINGS OF THE CONFERENCE CONTAIN FORMAL STATEMENTS OF PURPOSE AND CREED, WITH PROPOSED LEGISLATIVE AND REGULATORY CHANGES CONSTRUCTED TO ALLEVIATE PROBLEMS OF THE INDIAN POPULATION IN ECONOMIC DEVELOPMENT, HEALTH, WELFARE, HOUSING, LAW ENFORCEMENT AND EDUCATION. THE APPENDICES CONTAIN A NUMBER OF FORMAL STATEMENTS REGARDING SPECIFIC PROBLEMS AND INFORMATION REGARDING THE REGISTRANTS AND THE MAKEUP OF THE VARIOUS COMMITTEES. (DK)

ED030524 RC003511
FLORIDA MIGRATORY CHILD COMPENSATORY PROGRAM ANNOUNCEMENT OF STAFF DEVELOPMENT ACTIVITIES. JAN 69, 10P.

THE INTENT GIVEN FOR THE FLORIDA MIGRATORY CHILD COMPENSATORY PROGRAM STAFF DEVELOPMENT ACTIVITIES IS TO ASSIST LOCAL INDIVIDUAL TEACHERS, TEACHER GROUPS, SCHOOLS, AND SCHOOL DISTRICTS IN THE IMPLEMENTATION OF IN-SERVICE TRAINING ACTIVITIES THAT WILL ENHANCE IMPROVEMENT OF THE INDIVIDUAL TEACHER. TWENTY-FIVE EXPERIENCES PROVIDED BY PROBLEM-ORIENTED, SELF-PACED STAFF DEVELOPMENT ACTIVITIES ARE DESCRIBED.

ED030530 RC003522
FEASIBILITY OF A CENTRALIZED TRANSPORTATION SYSTEM IN A RURAL INTERMEDIATE SCHOOL DISTRICT. MAY 69, 56P.

A STUDY OF BUS TRANSPORTATION WAS CONDUCTED BY THE DEPARTMENT OF BUSINESS AT CENTRAL MICHIGAN UNIVERSITY TO DETERMINE THE FEASIBILITY OF CENTRALIZING THE TRANSPORTATION FUNCTION OF THE SEVEN RURAL SCHOOLS IN THE COOR INTERMEDIATE SCHOOL DISTRICT IN MICHIGAN, WHO, AT THE TIME OF THE STUDY, OPERATED THEIR OWN TRANSPORTATION SYSTEMS.

ED030573 SE007151
SECONDARY SCHOOL SCIENCE AND MATHEMATICS TEACHERS, CHARACTERISTICS AND SERVICE LOADS. 63, 50P.
HC NOT AVAILABLE FROM EDRS.

DETERMINED WERE THE EDUCATIONAL AND PROFESSIONAL BACKGROUNDS, AND SOME ASPECTS OF THE OPERATIONAL ENVIRONMENT OF TEACHERS OF SECONDARY SCHOOL SCIENCE AND MATHEMATICS (GRADES 7-12) IN THE PUBLIC AND PRIVATE SCHOOLS OF THE UNITED STATES DURING THE SCHOOL YEAR 1960-61. A STRATIFIED RANDOM SAMPLING METHOD WAS USED TO ENSURE PROPORTIONAL REPRESENTATION OF TEACHERS ACCORDING TO GEOGRAPHICAL REGION, SIZE OF SCHOOL, GRADE LEVELS WITHIN SCHOOL, AND NUMBER OF CLASSES OF SCIENCE AND MATHEMATICS TAUGHT BY INDIVIDUAL TEACHERS. RESPONSES TO A QUESTIONNAIRE WERE RECEIVED FROM 3,012 TEACHERS OUT OF THE ORIGINAL SAMPLE OF 3,957 TEACHERS. SOME OF THE TEACHER DATA REPORTED BY REGION WERE AGE, SEX, EXPERIENCE, COURSE LOAD, SALARY RANGE, UNDERGRADUATE AND GRADUATE EDUCATION, AND PARTICIPATION IN NSF INSTITUTES. THE DATA WERE ANALYZED AND SOME RECOMMENDATIONS MADE. THE INFORMATION IS DIRECTED AT PROVIDING ASSISTANCE IN DESIGNING INSERVICE TRAINING PROGRAMS AND IN DEVELOPING ACADEMIC PROGRAMS FOR PROSPECTIVE TEACHERS. (RS)

ED030672 TE499941
A HIGH SCHOOL SOCIAL STUDIES CURRICULUM FOR ABLE STUDENTS: AN AUDIO-VISUAL COMPONENT TO A HIGH SCHOOL SOCIAL STUDIES CURRICULUM FOR ABLE STUDENTS. FINAL REPORT. FENTON, EDWIN; AND OTHERS, APR 69, 87P.

A PROJECT TO DEVELOP A SEQUENTIAL AND CUMULATIVE SOCIAL STUDIES CURRICULUM FOR ABLE STUDENTS IN GRADES 9-12 WAS CARRIED OUT BY CARNEGIE-MELLON UNIVERSITY IN PARTNERSHIP WITH THE PITTSBURGH PUBLIC SCHOOLS. THE GENERAL GOAL OF THE CURRICULUM--TO HELP EACH STUDENT DEVELOP TO THE LIMIT OF HIS ABILITY INTO AN INDEPENDENT THINKER AND AN INFORMED, RESPONSIBLE CITIZEN--WAS DIVIDED INTO FOUR SUBGROUPS: ATTITUDES, VALUES, INQUIRY SKILLS, AND KNOWLEDGE. THE COURSES PREPARED WERE "COMPARATIVE POLITICAL SYSTEMS AND COMPARATIVE ECONOMIC SYSTEMS" (9TH GRADE), "THE SHAPING OF WESTERN SOCIETY AND STUDIES OF THE NON-WESTERN WORLD" (10TH GRADE), "THE AMERICAN EXPERIENCE" (11TH GRADE), AND "AN INTRODUCTION TO THE BEHAVIORAL SCIENCES AND THE HUMANITIES IN THREE CITIES: ANCIENT ATHENS, RENAISSANCE FLORENCE, AND MODERN NEW YORK" (12TH GRADE). A BOOK OF READINGS, AN AUDIOVISUAL KIT, A TEACHER'S MANUAL, AND AN EXAMINATION PROGRAM WERE DEVELOPED FOR EACH COURSE. TWO BOOKS AND 12 FILMS WERE COMPLETED TO EXPLAIN, TO TEACHERS, THE CURRICULUM AND METHODS OF USING IT. THE RESULTS FROM TESTING THE CURRICULUM IN THE PITTSBURGH PUBLIC SCHOOLS INDICATED THAT STUDENTS IN EXPERIMENTAL-CURRICULUM CLASSES MADE SIGNIFICANTLY GREATER GAINS THAN DID THOSE IN CONTROL CLASSES. (LH)

ED030686 UD006245
IMPROVING RACIAL BALANCE IN THE SAN FRANCISCO PUBLIC SCHOOLS. SUMMARY REPORT. PLATT, WILLIAM J.; HARKER, ROBERT A., 15 MAR 67, 48P.

A SUMMARY OF EIGHT RESEARCH MEMORANDUMS AND TWO WORKING PAPERS PRESENTS THE FINDINGS OF A STUDY OF RACIAL BALANCE IN SAN FRANCISCO'S SCHOOLS. VARIOUS ALTERNATIVE PUPIL ATTENDANCE PATTERNS WERE DESIGNED AND ASSESSED FOR THEIR EDUCATIONAL IMPLICATIONS, FEASIBILITY, COST, AND EFFECT ON RACIAL BALANCE. THE CITY HAS HIGH RESIDENTIAL CONCENTRATIONS OF VARIOUS MINORITY GROUPS WHICH ARE INCREASING IN RELATION TO THE WHITE POPULATION, THUS MAKING RACIAL BALANCE MORE DIFFICULT TO ACHIEVE. MOREOVER, NEIGHBORHOOD SCHOOL ATTENDANCE RULES TEND TO PERPETUATE SEGREGATION. RECOMMENDED ARE CHANGES IN ATTENDANCE AREAS, SCHOOL ORGANIZATION PATTERNS, AND MODIFICATION OF SECONDARY SCHOOL FACILITIES. IMPLEMENTATION OF NEW ATTENDANCE POLICIES MUST INVOLVE FULL PARTICIPATION OF THE COMMUNITY AND THE DISTRICT STAFF, AND TEACHER ATTITUDES AND SUGGESTIONS MUST ALSO BE CONSIDERED. (NH)

ED030688 UD007285
REPORT OF THE NATIONAL ADVISORY COUNCIL ON THE EDUCATION OF DISADVANTAGED CHILDREN. 31 MAR 66, 35P.

THIS DOCUMENT IS THE FIRST ANNUAL REPORT OF THE ADVISORY COUNCIL ON THE OPERATION AND ADMINISTRATION OF THE ELEMENTARY AND SECONDARY EDUCATION ACT, TITLE I. DISCUSSED ARE THE IMPLEMENTATION OF THE ACT, THE PROJECTS WHICH ARE ENABLED BY GRANTS UNDER THE ACT, AND PROBLEM AREAS. AN EVALUATION SECTION NOTES THAT IT WAS TOO SOON TO OBTAIN EVIDENCE OF RESULTS BUT IT WAS APPARENT THAT EVALUATION WOULD BE DIFFICULT. THE COUNCIL MAKES 10 RECOMMENDATIONS FOR IMPROVEMENT ON THE FEDERAL, STATE, AND LOCAL LEVELS. (NH)

ED030694 UD007924
EDUCATIONAL PRIORITIES AND THE HANDICAP OF LOCAL FINANCING. NOV 68, 14P.

THE COMMISSIONER OF EDUCATION OF NEW YORK DISCUSSES JAMES B. CONANT'S PROPOSAL THAT LOCALLY LEVIED TAXES BE ELIMINATED AND REPLACED BY STATE FINANCING. LOCAL FINANCING OF SCHOOLS HAS PLACED SERIOUS BARRIERS TO THE SOLUTIONS OF A NUMBER OF IMPORTANT EDUCATIONAL PROBLEMS: SCHOOL SEGREGATION RESULTING FROM EXISTING SCHOOL DISTRICT BOUNDARY LINES, SMALL HIGH SCHOOLS, TEACHER-SCHOOL DISTRICT NEGOTIATIONS, AND EDUCATIONAL INEQUALITY. THE ATTENTION OF LOCAL SCHOOL BOARDS SHOULD PROPERLY BE DIRECTED TOWARD THE QUALITY OF EDUCATION IN THE COMMUNITY AND NOT TOWARD THE PROBLEMS OF LOCAL TAXATION AND EDUCATIONAL FINANCE."(NH)

ED030696 UD007926
THE INCREASED ROLE OF FEDERAL AND STATE GOVERNMENTS IN CIVIL RIGHTS ISSUES AFFECTING EDUCATION. NOV 68, 20P.

INCREASING PRESSURE BY STATE GOVERNMENTS TO END RACIAL DISCRIMINATION AND DEFACTO SCHOOL SEGREGATION IN PUBLIC SCHOOLS IS PREDICTED. DEEPLY INGRAINED AMERICAN PREJUDICE AND CONGRESSIONAL RACALCITRANCE HAVE SO FAR HINDERED PROGRESS IN THIS AREA AND, IN FACT, SCHOOLS ARE MORE SEGREGATED NOW THAN THEY WERE AT THE TIME OF THE BROWN DECISION. THE WHITE SUBURBAN NOOSE AROUND THE INNER CITY CONTRIBUTES FURTHER TOWARD HAMPERING SOLUTIONS TO METROPOLITAN PROBLEMS. HOWEVER, RECENT LEGISLATION AND JUDICIAL ACTIONS ON THE STATE LEVEL WILL ESTABLISH NEW PATTERNS WHICH WILL GENERATE MOVEMENT "TO MITIGATE THE EFFECTS IN SCHOOLS OF RACIAL DISCRIMINATION AND DEFACTO SEGREGATION." (NH)

ED030699 UD007929
EFFORTS TO DESEGREGATE AND DECENTRALIZE THE ADMINISTRATION OF A LARGE CITY SCHOOL SYSTEM. NOV 68, 20P.

THE SUPERINTENDENT OF SCHOOLS IN CHICAGO DISCUSSES CONCURRENT EFFORTS TO DESEGREGATE AND DECENTRALIZE THE CITY'S PUBLIC SCHOOL SYSTEMS. HE STRESSES THE FINANCIAL LIMITATIONS WHICH CRIPPLE EFFORTS TO AMELIORATE THE URBAN SCHOOL CRISIS. HE FEELS THAT EFFECTIVE DECENTRALIZATION DOES NOT NECESSITATE MULTIPLE LOCAL BOARDS OF EDUCATION, FOR THE CENTRAL BOARD CAN SET POLICY FOR THE ENTIRE CITY AND ACT AS "WATCHDOG" OVER THOSE SERVICES WHICH CAN BE MORE EFFICIENTLY ADMINISTERED CENTRALLY. HOWEVER, DECENTRALIZATION IS NEEDED TO MAKE LARGE SCHOOL SYSTEMS MORE RESPONSIVE TO THEIR CLIENTELE. (NH)

ED030724 VT008592
MANPOWER DEVELOPMENTS: PROBLEMS AND PROSPECTS. CONFERENCE SERIES NO. 12. OCT 68, 88P.

THE THEME OF THIS CONFERENCE WAS THE FULL UTILIZATION OF HUMAN RESOURCES. "THE FEDERAL GOVERNMENT'S IMPACT ON MANPOWER TRAINING," BY STANLEY RUTTENBERG FOCUSED ON THE INTERACTION OF FEDERAL, STATE, AND LOCAL SYSTEMS OF GOVERNMENT WITH COMMUNITY ACTION AGENCIES, MANPOWER COMMITTEES, AND COUNCILS IN PROVIDING INCREASED JOB OPPORTUNITIES. "AN ASSESSMENT OF IOWA MANPOWER," BY HAROLD E. HUGHES STRESSED THE FACT THAT WE HAVE FALLEN SHORT IN ONE MAJOR AREA, NAMELY, MATCHING MEN AND JOBS. THESE TWO SPEECHES ARE PRESENTED IN FULL, TOGETHER WITH PAPERS PRESENTED AT FIVE CONCURRENT WORKSHOPS WHICH WERE DESIGNED TO PROVIDE STIMULATING AREAS FOR CONCENTRATED ATTENTION ON THE RESOLUTION OF DIFFICULTIES IN RECRUITING, HIRING, PROMOTING, AND RETIRING WORKFORCE PARTICIPANTS. RECOMMENDATIONS INCLUDE: (1) MANAGEMENT, UNIONS, AND GOVERNMENT MUST WORK TOGETHER FOR THE RESOLUTION OF OUR SOCIAL NEEDS, (2) MANAGEMENT NEEDS A SPECIFIC PROGRAM FOR EACH LEVEL OF SKILL, (3) THE STATUS OF THE SKILLED WORKER MUST BE ELEVATED, (4) THE IMAGE OF GOVERNMENT SERVICE MUST BE IMPROVED, AND (5) WE NEED A FIRM COMMITMENT FOR VOCATIONAL EDUCATION FOR THOSE STUDENTS WHO DO NOT GRADUATE FROM COLLEGE. (CH)

ED030752 VT008832
LEADERSHIP ROLE, FUNCTIONS, PROCEDURES AND ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION AGENCIES AT THE STATE LEVEL. FINAL REPORT, VOLUME III: PROGRAM-COST ANALYSES OF VOCATIONAL-TECHNICAL EDUCATION IN A JUNIOR COLLEGE AND IN A UNIFIED SCHOOL DISTRICT. MAR 69, 53P.

SPECIFIC OBJECTIVES OF THIS PHASE OF A NATIONWIDE STUDY OF VOCATIONAL EDUCATION WERE: (1) TO DETERMINE THE UNIT COST FOR VOCATIONAL-TECHNICAL EDUCATION PROGRAMS IN A UNIFIED SCHOOL DISTRICT AND IN JUNIOR COLLEGE DISTRICT, (2) TO DETERMINE THE PROBLEMS OF DATA COLLECTION AND ANALYSIS UNDER PRESENT PRACTICES AND LEGAL REQUIREMENTS, AND (3) TO PROPOSE A PROGRAM BUDGETING PLAN FOR HIGH SCHOOLS AND JUNIOR COLLEGES IN CALIFORNIA. THE BASIS FOR COMPARISON WAS ESTABLISHED AS THE WEEKLY STUDENT CONTACT HOUR, THAT IS, THE NUMBER OF INSTRUCTIONAL HOURS SCHEDULED PER STUDENT PER WEEK, IN A SEMESTER. WIDE DIFFERENCES IN COST WERE FOUND AMONG THE 18 HIGH SCHOOL VOCATIONAL PROGRAMS, VARYING FROM $11.48 TO $26.94, DUE TO CLASS SIZE, TEACHER SALARY, COST OF SUPPLIES, AND EQUIPMENT MAINTENANCE. THE UNIT COST FOR THE JUNIOR COLLEGE REGULAR DAY VOCATIONAL-TECHNICAL EDUCATION PROGRAMS ALSO VARIED WIDELY, FROM A LOW OF $16.19 FOR COSMETOLOGY TO A HIGH OF $50.35 FOR REGISTERED NURSING--DUE ENTIRELY TO DIFFERENCES IN AVERAGE TEACHER SALARY. PROGRAM COST ANALYSIS OF THIS TYPE CAN PRODUCE A WIDE RANGE OF INFORMATION USEFUL TO EDUCATIONAL DECISION MAKERS. VOLUME I AND II ARE AVAILABLE AS VT 008 833 AND VT 008 831. (CH)

ED030763 VT008953
SEMINAR FOR PREPARATION OF PROFESSIONAL PERSONNEL FOR VOCATIONAL-TECHNICAL EDUCATION. FINAL REPORT. DILLON, ROY D.; HORNER, JAMES T., JUN 69, 161P.

SEMINAR PARTICIPANTS INCLUDED COLLEGE ADMINISTRATIVE OFFICERS, STATE VOCATIONAL EDUCATION DIRECTORS, VOCATIONAL-TECHNICAL TEACHER EDUCATORS, AND OFFICE OF EDUCATION STAFF. THE PURPOSE OF THE JUNE, 1968 SEMINAR WAS TO CONSIDER STRATEGIES FOR RESOLVING CRITICAL VOCATIONAL EDUCATION PERSONNEL SUPPLY AND DEMAND PROBLEMS. PRESENTATIONS INCLUDED IN THE REPORT ARE: (1) "VOCATIONAL AND TECHNICAL EDUCATION" BY L. P. MINEAR, (2) "CHALLENGES FOR TEACHER EDUCATION IN VOCATIONAL AND TECHNICAL EDUCATION" BY J. A. BEAUMONT, (3) "ORGANIZATIONAL AND OPERATIONAL PATTERNS FOR VOCATIONAL-TECHNICAL TEACHER EDUCATION" BY RUPERT EVANS, (4) "CAREER EDUCATION--KEY TO OUR SURVIVAL AS A FREE PEOPLE" BY R. C. PUCINSKI, (5) "RECRUITMENT AND SELECTION OF VOCATIONAL TECHNICAL TEACHERS" BY D. HANSON, AND (6) "INNOVATION STRATEGIES FOR IMPLEMENTING CHANGES IN TEACHER EDUCATION" BY A. LEE. TASK FORCE REPORTS INCLUDED CONCERN: (1) ADMINISTRATIVE ORGANIZATION FOR DEVELOPMENT OF PROFESSIONAL PERSONNEL. (2) STRATEGIES TO MEET COMMON PROFESSIONAL ED"CATION PROGRAM GOALS, (3) TECHNIQUES FOR PERSONNEL SELECTION AND RECRUITMENT, AND (4) IMPLICATIONS OF FEDERAL PROGRAMS. VT 007 879, AN INTERIM REPORT, IS A RELATED DOCUMENT. (JK)

ED030765 VT008970
POLICIES AND PROCEDURES GOVERNING THE OPERATION OF VOCATIONAL-TECHNICAL EDUCATION IN NEVADA. MAY 67, 166P.

THIS MANUAL WAS PREPARED TO ASSIST LOCAL PUBLIC SCHOOLS IN ORGANIZING AND CONDUCTING A BROADENED PROGRAM OF VOCATIONAL EDUCATION OF SIGNIFICANT SCOPE. OPERATING POLICIES AND PROCEDURES ARE PROVIDED IN AREAS OF: (1) ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION, (2) AGRICULTURAL EDUCATION, (3) VOCATIONAL BUSINESS AND OFFICE OCCUPATIONS, (4) DISTRIBUTIVE EDUCATION, (5) HEALTH OCCUPATIONS EDUCATION, (6) VOCATIONAL HOME ECONOMICS EDUCATION, (7) TECHNICAL EDUCATION, (8) TRADE AND INDUSTRIAL EDUCATION, (9) VOCATIONAL GUIDANCE, (10) REIMBURSEMENT POLICIES, (11) OCCUPATIONAL CLASSIFICATION AND TAXONOMY, (12) APPLICATION AND REPORTING FORMS, AND (13) CERTIFICATION REQUIREMENTS. THE SECTION RELATED TO ADMINISTRATION OF TECHNICAL-VOCATIONAL EDUCATION INCLUDES SUCH ITEMS AS A STATEMENT OF POLICY, LEGAL BASIS, ORGANIZATION, GOALS, PLANNING PROGRAMS, SPECIAL NEEDS PROGRAMS, THE WORK-STUDY PROGRAM, TEACHER TRAINING, COOPERATIVE-WORK EXPERIENCE, FACILITIES AND EQUIPMENT, AND YOUTH ORGANIZATIONS. (DM)

ED030766 VT008974
OCCUPATIONAL EDUCATION FOR THE PUBLIC SCHOOLS OF NORTH CAROLINA. A SUPPLEMENTARY REPORT OF THE GOVERNOR'S STUDY COMMISSION ON THE PUBLIC SCHOOL SYSTEM OF NORTH CAROLINA. 68, 20P.

TO SUGGEST SOME APPROPRIATE COURSES OF ACTION IN OCCUPATIONAL EDUCATION FOR THE STATE OF NORTH CAROLINA, A 20-MEMBER ADVISORY COMMITTEE ON VOCATIONAL EDUCATION UNDERTOOK A COMPREHENSIVE STUDY OF LOCAL ADMINISTRATIVE UNITS WHICH RESULTED IN 33 RECOMMENDATIONS. SOME ARE: (1) THAT ARRANGEMENTS BE PROVIDED FOR REGULAR, SYSTEMATIC AND THOROUGH EVALUATIONS OF OCCUPATIONAL EDUCATION, (2) THAT A UNIFIED STATE POLICY FOR OCCUPATIONAL EDUCATION BE DEVELOPED, (3) THAT SMALL HIGH SCHOOLS BE REPLACED BY HIGH SCHOOLS WITH 750 OR MORE STUDENTS, (4) THAT INSTITUTIONS FOR HIGHER EDUCATION BECOME MORE FULLY INVOLVED IN PROVIDING PRE-SERVICE EDUCATION, IN-SERVICE EDUCATION, RESEARCH AND DEVELOPMENT, AND PUBLIC AND PROFESSIONAL SERVICES FOR OCCUPATIONAL EDUCATION, (5) THAT THE ROLE OF THE PRIVATE AGENCIES BE MORE COMMONLY RECOGNIZED IN PLANNING PUBLIC OCCUPATIONAL EDUCATION PROGRAMS, (6) THAT STUDENTS BE HELD IN SCHOOL LONG ENOUGH TO SECURE THE BASIC AND GENERAL EDUCATION REQUIRED FOR OCCUPATIONAL COMPETENCY, (7) THAT SUITABLE PROGRAMS OF OCCUPATIONAL EDUCATION BE PROVIDED IN THE JUNIOR HIGH SCHOOLS OR MIDDLE SCHOOLS, AND (8) THAT THE STATE BOARD OF HIGHER EDUCATION MAKE AN IMMEDIATE CANVAS OF THE NEED FOR PERSONNEL AND ARRANGE FOR RECRUITMENT AND TRAINING. WAYS AND MEANS OF ACCOMPLISHING THE RECOMMENDATIONS ARE SUGGESTED. (DM)

ED030939 EA001704
THE SHAPE OF FEDERAL FUNDING FOR TOMORROW'S SCHOOLS. BRADEMAS, JOHN; QUIE, ALBERT H., FEB 68, 33P.
HC NOT AVAILABLE FROM EDRS.

THIS CHAPTER REPORTS THE POSITIONS TAKEN BY TWO U.S. CONGRESSMEN DURING THEIR DEBATE OVER THE MOST EFFECTIVE METHOD AVAILABLE FOR DISTRIBUTING FEDERAL FUNDS TO THE NATION'S SCHOOLS. U.S. REPRESENTATIVE JOHN BRADEMAS DEFENDS FEDERAL CATEGORICAL GRANT PROGRAMS AS THE MOST REALISTIC MEANS FOR ALLOCATING SCARCE FEDERAL RESOURCES TO THOSE AREAS FACED WITH THE NATION'S MOST PRESSING EDUCATIONAL PROBLEMS. CONGRESSMAN ALBERT H. QUIE CONTENDS THAT THE DISTRIBUTION OF FEDERAL FUNDS THROUGH BLOCK GRANTS TO EACH OF THE STATES WOULD

ENABLE EACH STATE EDUCATIONAL AGENCY TO PLAN FOR THE MOST EFFECTIVE USE OF RESOURCES IN SATISFYING THE EDUCATIONAL NEEDS WITHIN ITS JURISDICTION. BOTH CONGRESSMEN ADVOCATE A LARGER TOTAL INVESTMENT IN EDUCATION TO MATCH THE NATION'S COMMITMENT TO EDUCATIONAL IMPROVEMENT. (JH)

ED030952 EA002274
THE GROWTH OF BUREAUCRACY IN THE SCHOOLS. 68, 47P.

SEVERAL DETERMINANTS OF THE GROWTH OF BUREAUCRACY IN SCHOOLS HAVE BEEN ISOLATED. PROLIFERATION OF BUREAUCRATIC RULES IS DIRECTLY RELATED TO THE SIZE OF THE SCHOOL, BUT INVERSELY RELATED TO SOCIOECONOMIC STATUS OF THE STUDENTS. ALSO, AS THE PROPORTION OF FEMALE TEACHERS IN A DEPARTMENT RISES, THE NUMBER OF RULES INCREASES, EVEN THOUGH MORE FEMALE TEACHERS HAVE TENURE THAN MALES, AND FEMALES HAVE MORE TEACHING EXPERIENCE THAN MALES. PROLIFERATION OF RULES IS GREATEST IN SCHOOLS HAVING A DISPARITY BETWEEN THE SOCIOECONOMIC STATUS OF THE TEACHERS AND THAT OF THE STUDENTS

ED030958 EA002346
THE OREGON PLANNING PROGRAMMING BUDGETING SYSTEMS INSTITUTE. FINAL REPORT. 31 DEC 68, 114P.

THE OREGON PLANNING-PROGRAMMING-BUDGETING-SYSTEMS INSTITUTE, WHICH WAS HELD AUGUST 19 THROUGH 30, 1968, WAS ONE OF THREE SUCH INSTITUTES FINANCED BY THE U.S. OFFICE OF EDUCATION, BUREAU OF VOCATIONAL EDUCATION. IT WAS DESIGNED TO ACQUAINT STATE LEVEL VOCATIONAL EDUCATION ADMINISTRATORS WITH THE POTENTIAL AND WORKINGS OF PLANNING, PROGRAMMING, BUDGETING SYSTEMS (PPBS). THE NEED FOR AND POTENTIAL OF THE PPBS APPROACH TO BUDGETING ARE OUTLINED IN THIS FINAL REPORT ALONG WITH A DISCUSSION OF AREAS FOR FURTHER RESEARCH, DEVELOPMENT, AND APPLICATION. BRIEFS OF ALL INSTITUTE PRESENTATIONS AND OTHER ACTIVITIES ARE INCLUDED ALONG WITH AN 84-ENTRY BIBLIOGRAPHY ON PPBS, THE FORMAL PROGRAM OF THE INSTITUTE, A LIST OF PARTICIPANTS, AND AN EVALUATION OF THE INSTITUTE. BASIC ECONOMIC PRINCIPLES OF PPBS ARE EXPLAINED AND APPLICATIONS OF COST-BENEFIT AND COST-EFFECTIVENESS ANALYSIS ARE DETAILED. A SAMPLE COST-BENEFIT PROBLEM IS APPENDED. (AUTHOR/DE)

ED030959 EA002350
MANAGEMENT EMPHASES IN THE INSTALLATION OF AN EVALUATION STAFF FOR FEDERALLY-FUNDED PROJECTS IN A LARGE CITY. 8 FEB 69, 13P.

TRAINING IN DESIGN AND TEST DEVELOPMENT MAY NOT BE OF MUCH HELP IN DEALING WITH THE EVALUATION OF FEDERALLY FUNDED PROJECTS IN A LARGE CITY SCHOOL SYSTEM. PLANNING AND CARRYING OUT EVALUATION IN A LARGE URBAN SCHOOL SYSTEM REQUIRES THAT MUCH SKILL AND TIME BE SPENT ON TYPICALLY MANAGERIAL PURSUITS. THEREFORE, A SPECIALIST IN EVALUATION AND RESEARCH MANAGEMENT IS HIGHLY DESIRABLE. HIS DUTIES SHOULD BE MOSTLY CONCERNED WITH STRATEGIC ISSUES SUCH AS MANAGEMENT CONTROL, STRATEGIC PLANNING, OPERATIONAL CONTROL, AND THE NECESSARY PERSON-TO-PERSON INTERACTIONS. SUCH A PERSON IS LIKELY TO BE LESS THAN ADEQUATE IN DEALING WITH TECHNICAL EVALUATION ISSUES. HOWEVER, HE SHOULD HEAD UP THE EVALUATIVE EFFORT, WITH A SPECIALIST IN RESEARCH DESIGN AND TEST DEVELOPMENT ASSIGNED TO CARRY OUT THE ACTUAL EVALUATION. (TT)

ED030961 EA002355
PPBS AND MIS: THEIR ROLE IN MANAGING EDUCATION. MAR 69, 15P.

PLANNING, PROGRAMMING, BUDGETING SYSTEMS (PPBS) PROVIDE A NEW APPROACH TO THE OPTIMUM USE OF LIMITED SCHOOL SYSTEM RESOURCES IN IMPROVING THE LEARNING PROCESS. IN CONJUNCTION WITH MANAGEMENT INFORMATION SYSTEMS (MIS), PPBS IS A TOOL WHICH SCHOOL OFFICIALS CAN USE TO COMMUNICATE TO TAXPAYERS THE NECESSITY FOR CURRENT SCHOOL PROGRAMS AND THE MANNER IN WHICH TAX DOLLARS ARE BEING ALLOCATED. PPBS REQUIRES THAT GENERAL EDUCATIONAL GOALS, BASED ON PERCEPTION OF THE NEEDS OF THE COMMUNITY, BE TRANSLATED INTO SPECIFIC, QUANTIFIABLE OBJECTIVES TO BE CARRIED OUT IN SPECIFIED TIME PERIODS. PROGRAMS FOR CARRYING OUT THESE OBJECTIVES ARE THEN SPECIFIED AND COMPARED FOR EXPECTED EFFECTIVENESS AND COST. APPROVED LONGRUN AND SHORTRUN PROGRAMS ARE BUDGETED AND PUT INTO OPERATION. THE VARIOUS PROGRAM OPERATIONS ARE EVALUATED BY A PREVIOUSLY ESTABLISHED CRITERION FOR FULFILLMENT OF THE SPECIFIED OBJECTIVES. TO ESTIMATE, EVALUATE, AND REPORT ON OPERATING SYSTEMS WITHIN THE MULTIYEAR PPBS FRAMEWORK, CERTAIN MIS DATA ARE REQUIRED. THE FIVE MAJOR CATEGORIES OF MIS DATA ARE PUPIL DATA, PROGRAM DATA, PERSONNEL DATA, FACILITIES DATA, AND FINANCIAL DATA. ON THE BASIS OF THIS DATA THE SCHOOL ADMINISTRATION MAKES ITS DECISIONS REGARDING PROGRAMS AND BUDGETS. (DE)

ED030964 EA002378
SALARY SCHEDULES FOR TEACHERS, 1968-69. PUBLIC-SCHOOL SALARIES SERIES. 68, 123P.
HC NOT AVAILABLE FROM EDRS.

THIS REPORT SUMMARIZES TEACHER SALARY INFORMATION OBTAINED FROM THE 1968-69 SALARY SCHEDULES OF 1,749 SCHOOL SYSTEMS WITH ENROLLMENTS OF 1,200 OR MORE.

ED030965 EA002379
THE ELEMENTARY SCHOOL PRINCIPALSHIP IN 1968. A RESEARCH STUDY. 68, 165P.
HC NOT AVAILABLE FROM EDRS.

THIS REPORT SUMMARIZES THE RESULTS OF A 1967 SURVEY DESIGNED TO OBTAIN A BETTER UNDERSTANDING OF THE CHARACTERISTICS, DUTIES, AND OPINIONS OF THE NATION'S ELEMENTARY SCHOOL PRINCIPALS.

ED030966 EA002381
PRACTICAL TECHNIQUES FOR HIGH SCHOOL ADMINISTRATION. 68, 107P.
DOCUMENT NOT AVAILABLE FROM EDRS.

THIS DOCUMENT OFFERS SPECIFIC, PRACTICAL TECHNIQUES FOR DEALING WITH THE MULTIPLE RESPONSIBILITIES AND PROBLEMS ASSOCIATED WITH CONTEMPORARY SECONDARY SCHOOL ADMINISTRATION. THE DOCUMENT'S 18 CHAPTERS PROVIDE THE SECONDARY SCHOOL PRINCIPAL WITH GUIDELINES APPLICABLE TO THE FOLLOWING AREAS OF SECONDARY SCHOOL ADMINISTRATION: (1) DEVELOPMENT OF PHILOSOPHY AND GOALS, (2) CURRICULUM DEVELOPMENT AND INNOVATION, (3) SELECTION AND ORGANIZATION OF STAFF, (4) INSERVICE TRAINING, (5) STUDENT CONTROL, (6) MANAGEMENT OF FACILITIES AND FINANCES, AND (7) DISSEMINATION OF INFORMATION TO THE PUBLIC, STAFF, AND STUDENTS. THESE GUIDELINES STRESS THE NEED FOR CONTINUED ADMINISTRATIVE LEADERSHIP TOWARD THE DEVELOPMENT OF A TEAM APPROACH TO SCHOOL PROBLEMS. (JH)

ED030967 EA002382
THE APPLICATION OF PERT TO LARGE-SCALE EDUCATIONAL RESEARCH AND EVALUATION STUDIES. 8 FEB 69, 16P.

THE APPLICATION OF A PERT SYSTEM TO A LARGE-SCALE PROJECT WILL INCREASE THE PROBABILITY OF ACCOMPLISHING PROJECT OBJECTIVES BY PROVIDING GREATER VISIBILITY OF (1) THE PROJECT OBJECTIVES, (2) THE RELATIONSHIPS AMONG THE PARTS OF THE PROJECTS, AND (3) THE RELATIONSHIPS OF THOSE COMPONENT PARTS TO THE PROJECT OBJECTIVES. CONSEQUENTLY, EDUCATIONAL RESEARCHERS SHOULD FIND THAT A PERT SYSTEM WILL INCREASE THEIR COLLECTIVE ABILITY TO COORDINATE PLANNING AND EVALUATION EFFORTS. A REVIEW OF A PERT SYSTEM APPLIED TO A STUDY OF DISADVANTAGED SCHOOL CHILDREN INDICATES THAT IN ORDER TO ACHIEVE OPTIMAL UTILITY, THE SYSTEM SHOULD BE IMPLEMENTED WELL AHEAD OF THE PROJECT STARTING TIME, AND MUST BE RESPONSIVE TO PROGRAM DEVELOPMENTS THROUGH CONTINUED UPDATING PROCEDURES. (JH)

ED030969 EA002390
DEVELOPING SCHOOL SYSTEMS: PLANNING, ORGANIZATION, AND PERSONNEL. A MANUAL FOR TRUSTEES, ADMINISTRATORS, AND TEACHERS. GREENFIELD, T.B.; AND OTHERS, 69, 177P.
DOCUMENT NOT AVAILABLE FROM EDRS.

THIS MANUAL IS DESIGNED TO ASSIST SCHOOL BOARD MEMBERS, ADMINISTRATORS, AND TEACHERS IN THE TASKS OF ASSESSING PRESENT EDUCATIONAL ORGANIZATIONS AND DEVELOPING NEW ONES. EACH CHAPTER IN THE MANUAL HAS TWO MAJOR SECTIONS, THE FIRST CONTAINING A GENERAL DISCUSSION OF THE CHAPTER TOPIC AND THE SECOND CONTAINING DETAILED GUIDELINES WHICH SUGGEST SPECIFIC COURSES OF ACTION FOR THOSE WHO ACCEPT THE PRINCIPLES OF THE CHAPTER AND WISH TO PUT THEM INTO PRACTICE IN A SCHOOL SYSTEM. A MODEL FOR EFFECTIVE PLANNING AND DECISION MAKING IS DEVELOPED IN THE FIRST CHAPTER AND IS DEMONSTRATED IN CHAPTERS 3 AND 4, WHICH DEAL WITH SCHOOL SYSTEM ORGANIZATION AND PERSONNEL ADMINISTRATION. THE SECOND CHAPTER FOCUSES ON THE ROLES OF THE SCHOOL BOARD AND SCHOOL ADMINISTRATORS IN THE DECISION-MAKING PROCESS. CHAPTERS 5 THROUGH 10 ARE CONCERNED WITH MANAGEMENT OF THE SUPPORT SERVICES OF SCHOOL SYSTEMS AND INCLUDE GUIDELINES FOR EFFICIENT FINANCIAL MANAGEMENT, PLANT MANAGEMENT AND DEVELOPMENT, PUPIL TRANSPORTATION, PURCHASING, AND DATA PROCESSING. THE FINAL CHAPTER ILLUSTRATES PRINCIPLES FOR EFFECTIVELY LINKING THE SCHOOL SYSTEM WITH ITS SOCIAL ENVIRONMENT. (JH)

ED030974 EA002400
PLANNING FOR EDUCATIONAL DEVELOPMENT. [67], 33P.

PLANNING FOR DEVELOPMENT IN EDUCATION IS A PROCESS WHICH REQUIRES FUNDAMENTAL CHANGES IN THE WORLD VIEW, ATTITUDES, KNOWLEDGE, AND SKILLS OF PEOPLE. TO SATISFY FUTURE REQUIREMENTS FOR EDUCATED PERSONS, THE EDUCATION SYSTEM MUST BE VIEWED AS AN INSTRUMENT FOR THE ATTAINMENT OF HUMAN GOALS, AND PLANNING MUST DETERMINE HOW MANY PERSONS MUST LEARN WHAT AND HOW WELL. BECAUSE THE EXISTING SYSTEM WILL CONSTRAIN BOTH THE TARGETS SET AND THE DIRECTION OF FUTURE CHANGES IN THE SYSTEM ITSELF, THE FIRST STEP IN PLANNING IS AN ASSESSMENT OF THIS SYSTEM. ASSESSMENT INCLUDES A "MAPPING" OF THE EDUCATION SYSTEM ON A DISAGGREGATED BASIS WITH A BREAK-DOWN INTO OPERATIONALLY USEFUL DIVISIONS. TRENDS IN INFLUENCE OF PRIVATE INSTITUTIONS MUST BE ANTICIPATED SINCE THESE ARE LESS MANAGEABLE FROM THE PUBLIC SPHERE. COMPLETE DATA IN SUCH RELEVANT CATEGORIES AS CAPACITY, EFFICIENCY, EFFECTIVENESS, AND COST ARE TO BE GATHERED. TARGETS ARE SET AND ARE LINKED TO SPECIFIC EDUCATIONAL INSTITUTIONS BY WORKING BACKWARD FROM THE TARGETS TO

THE INPUTS REQUIRED. LIMITED RESOURCES WILL REQUIRE THAT PRIORITIES BE ESTABLISHED AMONG THE TARGETS. (DE)

ED030978 EA002404
AN HYPOTHETICAL MODEL OF A SCHOOL. SEP 68, 23P.

A HYPOTHETICAL MATHEMATICAL MODEL OF A SCHOOL IS PRESENTED TO (1) ILLUSTRATE WHAT SUCH A MODEL WOULD LOOK LIKE, (2) DETERMINE ITS VALUE TO DECISION MAKERS, AND (3) DETERMINE ITS DATA REQUIREMENTS. THE MODEL RELATES INCREASES IN ACHIEVEMENT TO STUDENT/STAFF RATIO, A MEASURE OF STAFF QUALITY, MATERIALS USED, SPACE AVAILABLE, EFFORT IN COMMUNITY RELATIONS, AND THE SOCIOECONOMIC BACKGROUND OF STUDENTS. THE RELATIONSHIP IS NONLINEAR. THE MODEL IS ILLUSTRATED NUMERICALLY BY USE OF HYPOTHETICAL DATA. USE OF THE MODEL IN A SEARCH FOR OPTIMUM SCHOOL RESOURCE ALLOCATION IS DISCUSSED BRIEFLY, AND FURTHER DEVELOPMENTS ARE OUTLINED. (AUTHOR/DE)

ED030979 EA002405
THE "WALL OF SEPARATION" BETWEEN CHURCH AND STATE. 12 APR 69, 20P.

THE CONSTITUTIONALLY ERECTED WALL OF SEPARATION BETWEEN CHURCH AND STATE IS THE ONLY VIABLE FOUNDATION FOR MAINTAINING RELIGIOUS FREEDOM AND FOR PRESERVING OUR PUBLIC SCHOOL SYSTEM. THE PATCHWORK OF RECENT COURT DECISIONS AND STATE AND FEDERAL LEGISLATION CONCERNING AID TO PAROCHIAL SCHOOLS THREATENS TO ERODE THAT WALL. JUSTIFICATIONS FOR SUCH AID ARE BASED ON (1) SEPARABILITY OF RELIGIOUS AND SECULAR FUNCTIONS OF PAROCHIAL SCHOOLS, (2) PROVISION OF PROPER PUBLIC WELFARE ASSISTANCE TO ALL STUDENTS, EVEN WHEN THEY ARE NOT ENROLLED IN PUBLIC SCHOOLS, (3) CRIES OF DISCRIMINATION AGAINST RELIGION, OR (4) SAVING OF TAXPAYERS' MONEY. SOME OF THESE JUSTIFICATIONS ARE COUCHED IN FALLACIOUS REASONING AND ALL BECOME UNIMPORTANT IN THE FACE OF CONSTITUTIONAL PRINCIPLE. CURRENT AID TO PAROCHIAL SCHOOLS IS ESTABLISHING THE PRECEDENT FOR FUTURE DEMANDS FOR AID BY MORE RELIGIOUS GROUPS WHO DESIRE TO SEGREGATE THEIR CHILDREN FROM THE PUBLIC SCHOOLS, WHICH HAVE BEEN OF VITAL IMPORTANCE AS A GREAT CULTURAL "MELTING POT" FOR NATIONAL UNITY. (DE)

ED030983 EA002411
PRELIMINARY ANALYSIS OF DATA FOR A SECONDARY SCHOOL INPUT-OUTPUT MODEL. ALKIN, MARVIN C.; AND OTHERS, FEB 69, 117P.

THIS IS A PRELIMINARY REPORT OF A PROJECT WHICH HAS AS ITS GOAL THE CONSTRUCTION OF A MATHEMATICAL MODEL REPRESENTING THE INTERRELATIONSHIPS AMONG CERTAIN CATEGORIES OF PHENOMENA OF THE SECONDARY SCHOOL. THESE PHENOMENA ARE CLASSIFIED AS BEING EITHER ADMINISTRATIVELY UNCONTROLLABLE INPUT, ADMINISTRATIVELY CONTROLLABLE INPUT, OR OUTPUT CHARACTERISTICS OF THE SYSTEM. THE REPORT IS DIVIDED INTO TWO MAJOR SECTIONS. THE FIRST SECTION INCLUDES PRELIMINARY MULTIPLE REGRESSION ANALYSIS OF DATA FROM A SAMPLE OF 100 CALIFORNIA HIGH SCHOOLS COLLECTED BY THE WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES. THIS ANALYSIS PROVIDES AN UNDERSTANDING OF BASIC RELATIONSHIPS TO BE ANTICIPATED IN FUTURE APPLICATIONS OF THE MODEL. THE SECOND SECTION PROVIDES AN OVERVIEW OF THE EXPECTATIONS OF THE SECOND PHASE OF THE PROJECT AND SUMMARIZES THE REQUIREMENTS FOR A FULL-SCALE STUDY. AN 87-PAGE APPENDIX CONTAINS TABLES ILLUSTRATING THE DATA COLLECTED FOR THE STUDY. (AUTHOR/JH)

ED030984 EA002414
GUIDE FOR SUCCESSFUL BONDING. MONOGRAPH 2. 69, 44P.
DOCUMENT NOT AVAILABLE FROM EDRS.

THIS MONOGRAPH PROVIDES AN INTRODUCTION TO THE PROCEDURES OF BONDING. ALTHOUGH IT WAS PREPARED FOR SCHOOL SYSTEMS WITHIN THE STATE OF NEW YORK, THE INFORMATION WHICH IT CONTAINS IS OF GENERAL APPLICABILITY. THE IMPORTANCE OF OBTAINING THE SERVICES OF A NATIONAL BONDING ATTORNEY AND A FINANCIAL CONSULTANT IS DISCUSSED. THE GUIDE OUTLINES THE MEANING OF CREDIT RATINGS BY SUCH INSTITUTIONS AS MOODY'S AND STANDARD AND POOR'S AND REVEALS HOW SUCH RATINGS ARE OBTAINED. IMPORTANT CONSIDERATIONS IN PUBLICITY AND NOTICE OF SALE ARE PRESENTED IN ADDITION TO A DISCUSSION OF THE PROSPECTUS. THE TIMING OF BOTH THE SALE AND THE DELIVERY OF THE BONDS IS DISCUSSED ALONG WITH WAYS OF INVESTING TEMPORARILY EXCESS FUNDS. SEVERAL CHECKLISTS FOR BONDING PROCEDURES ARE APPENDED TO THE GUIDE. THESE COVER LEGAL SERVICES, FINANCIAL PLANNING, SELECTED CREDIT RATINGS, PROSPECTUS, PUBLICITY AND NOTICE OF BOND SALE, AND THE ACTUAL BOND SALE. A BIBLIOGRAPHY CONTAINING 33 ENTRIES ON BONDING IS ALSO APPENDED. (DE)

ED030993 EC003325
SCHOOL CENSUS [68], 17P.

WHEREAS THE QUESTION INCLUDED ON HANDICAPPED CHILDREN IN THE 1965 SCHOOL CENSUS IN MADISON (WISCONSIN) YIELDED INCOMPLETE RESULTS, THE 1966 SCHOOL CENSUS EMPLOYING A QUESTIONNAIRE IDENTIFIED 314 HANDICAPPED CHILDREN NOT IN SCHOOL.

ED031006 EC003838
DESIGNS FOR ORGANIZING AND ADMINISTERING SPECIAL EDUCATION DEC 68, 126P.

PAPERS INCLUDED ARE THE FOLLOWING: DESIGN FOR ORGANIZING AND ADMINISTERING SPECIAL EDUCATION BY PAUL R. ACKERMAN AND WILLIAM C. GEER

ED031032 EF000112
THE COST OF A SCHOOLHOUSE. 60, 147P.

A COMPREHENSIVE ANALYSIS IS PRESENTED OF THE COST OF A SCHOOLHOUSE AND THE PROCESSES OF PLANNING AND FINANCING IT. IN FOCUSING ON THE ELEMENTS OF SCHOOL BUILDING COSTS, COSIDERATION IS GIVEN TO APPROACHES TO SCHOOL CONSTRUCTION AND FINANCING IN OTHER COUNTRIES AND TO THE HISTORICAL EVOLUTION OF SCHOOLHOUSE DESIGN IN THE U.S. AN ANALYSIS IS PRESENTED OF PLANNING, BUILDING, AND FINANCIAL FACTORS INVOLVED IN MODERN-DAY SCHOOL CONSTRUCTION, AND PREDICTIONS ARE MADE ON CHANGES IN EDUCATION AND SOCIETY AND THEIR INFLUENCE ON FUTURE SCHOOLHOUSE CONSTRUCTION. (FS)

ED031047 EF003234
CARPET WINS CAUTIOUS APPROVAL. APR 64, DOCUMENT NOT AVAILABLE FROM EDRS.

SCHOOLMEN ACROSS THE COUNTRY ARE FINDING THAT NOT ONLY TEACHERS AND STUDENTS BUT TAXPAYERS SHOW SIGNS OF RECOGNIZING THAT CARPET AS A SCHOOL FLOOR COVERING MAY OFFER MORE FUNCTION THAN FRILL IN ASSESSMENT OF THE PRODUCT

ED031052 EF003379
BIBLIOGRAPHY OF SELECTED SCSD, URBS, SSP, SEF, AND RAS PUBLICATIONS. [69], 12P.

THE ANNOTATED BIBLIOGRAPHY CONTAINS PUBLICATIONS AND REPORT LISTINGS OF THE FOLLOWING SOURCES--(1) SCHOOL CONSTRUCTION SYSTEMS DEVELOPMENT (SCSD), (2) UNIVERSITY RESIDENTIAL BUILDING SYSTEMS (URBS), (3) FLORIDA SCHOOLHOUSE SYSTEMS PROJECT (SSP), (4) STUDY OF EDUCATIONAL FACILITIES (SEF), AND (5) RECHERCHES EN AMENAGEMENTS SCOLAIRES (RAS) BUILDING SYSTEMS. (RK)

ED031062 EF003539
20 MILLION FOR LUNCH. MAR 68, 63P.

A COMPREHENSIVE TREATMENT OF SCHOOL LUNCH PROGRAMS AND FACILITIES DESIGNED TO AID SCHOOL ADMINISTRATORS IN THE PLANNING AND EVALUATION OF THEIR FOOD SERVICE FACILITIES. AN HISTORICAL PERSPECTIVE OF SCHOOL FOOD SERVICE PROGRAMS IS FOLLOWED BY DESCRIPTIONS OF THE IMPORTANT CONSIDERATIONS IN PLANNING AND EVALUATING A SCHOOL FOOD SERVICE PROGRAM. AMONG THE ITEMS DISCUSSED ARE MEAL TYPES AND MENU PLANNING, SERVING FACILITIES, PREPARATION SYSTEMS, FACILITIES DESIGN, OPERATING METHODS, CONTRACT FEEDING COSTS AND GUIDELINES, AND VOCATIONAL EDUCATION PROGRAMS. THE APPENDIX CONTAINS INFORMATION CONCERNING GOVERNMENT SUBSIDY PROGRAMS, SAMPLE MENUS, FOOD STANDARDS, FOOD PURCHASING GUIDELINES, AND A BIBLIOGRAPHY OF PAMPHLETS, BOOKS AND PERIODICALS. THIS DOCUMENT PREVIOUSLY ANNOUNCED AS ED 023282. (NI)

ED031064 EF003541
AIR STRUCTURES FOR SCHOOL SPORTS. MAY 64, 28P.

AIR STRUCTURES ARE FABRIC BUILDINGS BLOWN UP AND HELD UP BY AIR PRESSURE. EXPERIMENTS WITH SUCH STRUCTURES WERE CONDUCTED AS EARLY AS 1917. IN 1948 THE UNITED STATES AIR FORCE SOUGHT A NEW WAY OF HOUSING LARGE RADAR ANTENNAE PLANNED FOR THE ARCTIC. AS AN OUTCOME OF THEIR SEARCH, BIRDAIR STRUCTURES, INC., WHICH IS NOW ONE OF SEVERAL COMPANIES SELLING SUCH STRUCTURES, WAS FOUNDED. EARLY EXPERIENCES WITH AIR STRUCTURES FOR SCHOOLS IN LITCHFIELD, CONNECTICUT, WERE DISAPPOINTING. THE SUBSEQUENT ERECTION OF TWO MORE BUBBLES WAS EVIDENCE THAT SATISFACTION WAS EVENTUALLY ACHIEVED. COST ESTIMATES OF $2.14 PER SQUARE FOOT COMPARE FAVORABLY WITH WOOD-DOMED FIELDHOUSES AT $6.53 PER SQUARE FOOT OR GEODESIC FIELDHOUSES AT $8.34 PER SQUARE FOOT. COSTS FOR SWIMMING POOL USE ARE ESTIMATED AT $9.38 PER SQUARE FOOT AS COMPARED TO $26.00 AND $32.00. EASE OF HEATING IS ALSO EMPHASIZED. INSTALLATION TIME IS APPROXIMATELY ONE DAY. THERE IS NO DANGER OF SUFFOCATION IN CASE OF DEFLATION BECAUSE THE PROCESS IS SLOW AND THE MATERIAL CAN EASILY BE LIFTED SHOULD ONE FIND IT NECESSARY TO GET OUT UNDER SUCH CONDITIONS. THERE IS NO FIRE DANGER. BECAUSE OF HIGH REFLECTION SURFACE, LIGHTNING PROBLEMS ARE MINIMAL. THIS DOCUMENT PREVIOUSLY ANNOUNCED AS ED 018 924. (RH)

ED031092 EM007290
COSTS OF EDUCATIONAL MEDIA SYSTEMS. A SERIES II OCCASIONAL PAPER FROM ERIC AT STANFORD. JUN 69, 41P.

INVESTIGATING THE COSTS OF INSTRUCTIONAL MEDIA SYSTEMS NECESSITATED THAT THOSE SYSTEMS BE IDENTIFIED AND ANALYZED, AND THAT A METHODOLOGY BE FORMULATED FOR ESTIMATING THEIR COSTS, WITH REFERENCE TO THEIR AREA OF OPERATION: LOCAL, CITY, METROPOLITAN, STATE, OR REGIONAL SCHOOL AREAS. COSTS ARE BROKEN DOWN INTO COST PER STUDENT PER YEAR, ACCORDING TO PRODUCTION COSTS, DISTRIBUTION COSTS, RECEPTION COSTS, AND TOTAL COST FOR EACH INSTRUCTIONAL MEDIUM EXAMINED. THESE MEDIA ARE: AIRBORNE TELEVISION, INSTRUCTIONAL TELEVISION FIXED SERVICE, SATELLITE TELEVISION, UHF (ULTRA HIGH FREQUENCY) TELEVISION, CLOSED-CIRCUIT TELEVISION, VIDETAPE RECORDINGS, FILM, RADIO, LANGUAGE LABORATORIES, AND DIAL ACCESS SYSTEMS. A DISTINCTION IS MADE BETWEEN CAPITAL AND OPERATING COSTS, AND A FURTHER BREAKDOWN OF COSTS LISTS THEM ACCORDING TO WHETHER THE MEDIA ARE HIGH QUALITY, MINIMAL, OR DERIVE FROM A NATIONAL PROGRAMING SOURCE. A SIGNIFICANT PATTERN EMERGES: COST PER STUDENT DIPS SHARPLY AS THE AREA WIDENS AND THE NUMBER OF STUDENTS

INCREASES FOR ALL MEDIA (VIDEOTAPE RECORDING COSTS ARE IN ANY CASE PROHIBITIVE). THIS PATTERN IS A KEY FACTOR IN THE RECOMMENDATIONS FOR COST SAVINGS WHICH POSTULATE WIDESPREAD USE OF MEDIA, IMPROVEMENT OF PRODUCTION QUALITY BY THE USE OF IMPROVED TECHNOLOGY, REORGANIZATION OF EDUCATIONAL SYSTEMS IN TERMS OF THE NEW TECHNOLOGY. (GO)

ED031099 EM007379
DEVELOPMENT OF A FORTRAN COMPUTER PROGRAM TO DESIGN SCHOOL BUS ROUTES. FINAL REPORT. ROSS, TONY A.; AND OTHERS, 28 FEB 69, 66P.

COOPERATIVE RESEARCH PROJECT 1605 WAS CONCERNED WITH THE USE OF A COMPUTER (IN THE IBM 1620 SPS PROGRAMING LANGUAGE) IN DESIGNING SCHOOL BUS ROUTES. THIS IS THE CONCLUDING REPORT OF THAT PROJECT WHICH IS HERE CONVERTED INTO THE FORTRAN LANGUAGE. OTHER OBJECTIVES WERE TO EXPAND AND REFINE THE PROGRAM, INCREASE ITS SPEED, AND REDUCE ITS COSTS. THE REVISED PROGRAM OFFERS SCHOOL ADMINISTRATORS AND TRANSPORTATION DEPARTMENT HEADS AN EFFECTIVE METHOD OF COPING WITH THE CLERICAL TASKS INVOLVED IN SCHOOL BUS ROUTING. THE FORTRAN PROGRAM YIELDS THE FOLLOWING OUTPUTS: BUS ROUTES WITH VARIABLE DESCRIPTIONS OF PICK-UP POINTS, TIMES OF ARRIVAL AT, AND RETURN TO A POINT, TOTAL STUDENT RIDING TIME, AND TOTAL BUS TIME, IN TERMS OF COST. THE PROGRAM HAS BEEN THOROUGHLY TESTED BY SEVERAL SCHOOL SYSTEMS. (AUTHOR/GO)

ED031326 RC003514
DESIGNING EDUCATION FOR THE FUTURE: AN EIGHT STATE PROJECT. FINAL REPORT. JUN 69, 292P.

THE 8 WESTERN STATES OF ARIZONA, COLORADO, IDAHO, MONTANA, NEVADA, NEW MEXICO, UTAH, AND WYOMING IN 1966 INITIATED A JOINT 3-YEAR PROJECT ENTITLED "DESIGNING EDUCATION FOR THE FUTURE," ORGANIZED FOR THE PURPOSE OF PLANNING ON A 10 TO 15 YEAR PROJECTED BASIS FOR ALL ASPECTS OF EDUCATION FOR WHICH STATE EDUCATION AGENCIES ARE RESPONSIBLE OR CONCERNED. THIS DOCUMENT, THE FINAL PROJECT REPORT FOR THE STATE OF NEW MEXICO, IS DIVIDED INTO MAJOR SECTIONS WHICH DEVELOP RATIONALE FOR SUGGESTED CHANGES

ED031343 RC003559
INDIAN AFFAIRS 1967. A PROGRESS REPORT FROM THE COMMISSIONER OF INDIAN AFFAIRS. 68, 16P.
HC NOT AVAILABLE FROM EDRS.

THE 1967 ANNUAL REPORT OF THE BUREAU OF INDIAN AFFAIRS (BIA) DESCRIBES EDUCATIONAL ADVANCEMENTS AND ECONOMIC IMPROVEMENTS FOR AMERICAN INDIANS. SPECIFIC PROGRAMS AND THEIR RESULTS ARE CITED IN SUCH AREAS AS BILINGUAL EDUCATION, SCHOOL FACILITIES, FAMILY TRAINING, JOB TRAINING, INDUSTRIAL AND BUSINESS DEVELOPMENT, NATURAL RECOURCES DEELOPMENT, HOUSING, SOCIAL SERVICES, AND LAW. THE BIA BUDGET FOR FISCAL YEAR 1967 IS PRESENTED. (JH)

ED031355 RC003574
POVERTY IN APPALACHIA. CRANE, DONALD A.; CHINITZ, BENJAMIN, 66, 15P.
DOCUMENT NOT AVAILABLE FROM EDRS.

THE AREA OF APPALACHIA, PEOPLED LARGELY BY WHITE ANGLO SAXONS WHO HAVE RETAINED MANY OF THEIR OLD FOLKWAYS, HAS BASED ITS ECONOMIC LIFE ON COAL MINING, FORESTRY, AND SUBSISTENCE FARMING. SINCE THESE ACTIVITIES HAVE PROVIDED INCREASINGLY INADEQUATE OPPORTUNITIES, THE PREVAILING LOW LEVELS OF INCOME, EDUCATION, AND COMMUNITY FACILITIES IN URBAN, RURAL, AND RURAL NONFARM AREAS IN APPALACHIA ARE SUBSTANDARD AS COMPARED TO OTHER AREAS OF THE U. S. IN HOUSING IN 1960

ED031364 RC003595
INDIANS OF MAINE. 64, 14P.

THE RELATIONSHIPS BETWEEN THE PENOBSCOT AND PASSAMAQUODDY INDIAN TRIBES AND THE STATE OF MAINE BEGAN IN THE 1820'S. TREATIES HAVE LEFT THE PENOBSCOT TRIBE WITH OWNERSHIP OF 146 ISLANDS IN THE PENOBSCOT RIVER WHILE THE PASSAMAQUODDY TRIBE LIVES ON LAND OWNED BY THE STATE. BOTH TRIBES PRESENTLY HAVE TRUST FUNDS DERIVED FROM THE SALE OF LAND, AND USE THE MONIES FOR THE BENEFIT OF THEIR TRIBES. THE STATE IS RESPONSIBLE FOR THE BASIC EDUCATION OF THE INDIAN CHILDREN AND PROVIDES 3 RESERVATION SCHOOLS THROUGH THE FIFTH GRADE

ED031467 SP003035
EDUCATION IN THE STATES: NATIONWIDE DEVELOPMENT SINCE 1900. FULLER, EDGAR, ED.; PEARSON, JIM B., ED., 69, 771P.
HC NOT AVAILABLE FROM EDRS.

THIS COMPANION VOLUME TO "EDUCATION IN THE STATES: HISTORICAL DEVELOPMENT AND OUTLOOK" (SP 002 973) PROVIDES INFORMATION IN 16 AREAS OF CONCERN TO STATE DEPARTMENTS OF EDUCATION. EACH CHAPTER WAS WRITTEN SEPARATELY AND IS DEVOTED TO ONE OF THE AREAS.

ED031501 TE001506
OF THE REPORT OF THE QUESTIONNAIRE STUDY OF ENGLISH TEACHING CONDITIONS IN ARIZONA. APR 69, 4P.

TEACHERS IN ARIZONA WERE SURVEYED BY QUESTIONNAIRE TO DETERMINE THE PRESENT QUALITY OF ENGLISH INSTRUCTION AND TO PREPARE A PROFILE OF ENGLISH TEACHERS AND ENGLISH TEACHING IN THE STATE. RETURNS WERE RECEIVED FROM 81 OF 113 SCHOOLS SURVEYED (647 OF 1026 TEACHERS).

ED031542 UD007941
A PRACTICAL APPROACH TO THE NONGRADED ELEMENTARY SCHOOL. 68, 268P.
DOCUMENT NOT AVAILABLE FROM EDRS.

THIS "HOW-TO" BOOK DETAILS THE PRACTICAL ISSUES INVOLVED IN CONVERTING FROM A TRADITIONAL TO A NONGRADED ELEMENTARY SCHOOL. CHAPTERS DISCUSS STAFF PREPARATION, CURRICULUM REORGANIZATION, GROUPING, USE OF TEACHER AIDES, AND TEAM TEACHING. INCLUDED ALSO ARE CHAPTERS ON AN ELEMENTARY AND SECONDARY EDUCATION ACT, TITLE I PROJECT, THE ROLE OF SPECIAL TEACHERS, THE LIBRARY AND MATERIALS CENTER, SCHEDULING OF SPECIALISTS, PUPIL EVALUATION, AND A GENERAL EVALUATION OF THE NONGRADED PROGRAM. (NH)

ED031656 AC005052
FEDERAL EDUCATIONAL POLICIES, PROGRAMS AND PROPOSALS. A SURVEY AND HANDBOOK. PART I: BACKGROUND, ISSUES, RELEVANT CONSIDERATIONS. DEC 68, 177P.
HC NOT AVAILABLE FROM EDRS.

THIS, THE FIRST OF A THREE PART HANDBOOK, SEEKS TO MAKE AVAILABLE TO THE CONGRESS A COMPILATION, ANALYSIS, AND SUMMARY OF CERTAIN BASIC INFORMATION NEEDED FOR LEGISLATIVE DECISION ON EDUCATIONAL ISSUES THAT COME BEFORE CONGRESS. SPECIFICALLY IT SUMMARIZES THE EVOLUTION OF FEDERAL POLICIES IN EDUCATION 1777-1960 AND CONGRESSIONAL ENACTMENTS CONCERNING EDUCATION AND TRAINING

ED031657 AC005053
FEDERAL EDUCATIONAL POLICIES, PROGRAMS, AND PROPOSALS DEC 68, 525P.
HC NOT AVAILABLE FROM EDRS.

THIS REPORT, SECOND IN A THREE PART SERIES, SURVEYS THE EDUCATIONAL ACTIVITIES ADMINISTERED BY FEDERAL AGENCIES. IT DESCRIBES EACH PROGRAM AND SUMMARIZES THE ACTIVITIES INCLUDING DATA ON FUNDS OBLIGATED FOR THEM. SUCH ACTIVITIES ARE CONSTRUED TO INCLUDE EDUCATIONAL ACTIVITIES WHICH ARE A FEDERAL RESPONSIBILITY AS INDICATED BY STATUTE OR OTHER AUTHORITY

ED031675 AC005209
ECONOMIC DEVELOPMENT PROGRAM, ST. LOUIS. VOLUME 2. AN ECONOMIC PROFILE OF A ST. LOUIS POVERTY AREA. JUL 68, 182P.
DOCUMENT NOT AVAILABLE FROM EDRS.

VOLUME 2 OF A LARGER STUDY TO FORMULATE AN ECONOMIC DEVELOPMENT PROGRAM FOR ST. LOUIS, THIS IS A COMPREHENSIVE ECONOMIC PROFILE OF AN INNER CITY POVERTY ZONE DESIGNATED AS THE TARGET AREA (TA). DATA ARE PRESENTED ON AGE, SEX, RACE, INCOME, EDUCATION, AND OTHER SOCIOECONOMIC CHARACTERISTICS OF THE TA POPULATION, TOGETHER WITH INFORMATION ON THE BUSINESS CLIMATE, PROSPECTS FOR INDUSTRIAL DEVELOPMENT, THE LABOR FORCE AND EMPLOYMENT (INCLUDING THE COMMUTING PROBLEM), PATTERNS OF UNEMPLOYMENT, PUBLIC AND PRIVATE OCCUPATIONAL TRAINING PROGRAMS AND FACILITIES, INDUSTRIAL, COMMERCIAL, AND OTHER LAND USE PATTERNS, AND INDUSTRIAL FACILITIES. ALSO INCLUDED ARE 67 TABLES, NINE MAPS AND CHARTS, DATA SOURCES AND METHODOLOGY, ST. LOUIS URBAN RENEWAL PROJECTS, A SUMMARY OF VOCATIONAL AND TECHNICAL PROGRAMS TAUGHT IN PUBLIC SECONDARY SCHOOLS AND JUNIOR COLLEGES IN GREATER ST. LOUIS, AND THE ECONOMIC GOALS AND MISSION OF PARTICIPATING AGENCIES IN THE COMPREHENSIVE MANPOWER PROGRAM. (LY)

ED031738 CG004236
THE COST OF GUIDANCE SERVICES IN OHIO SECONDARY SCHOOLS. A STUDY OF NDEA--PARTICIPATING SCHOOLS, 1965-1966. HOPFENGARDNER, JERROLD D.; AND OTHERS, APR 68, 18P.

LITERATURE SELDOM ALLUDES TO THE TOPIC OF APPROPRIATE EXPENDITURES FOR GUIDANCE SERVICES. A STUDY WAS CONDUCTED OF 404 OF THE 405 OHIO PUBLIC SCHOOL DISTRICTS THAT PARTICIPATED IN THE NATIONAL DEFENSE EDUCATION ACT (NDEA) OF 1958, TITLE V-A PROGRAM FOR REIMBURSEMENT FOR GUIDANCE AND COUNSELING DURING THE 1965-1966 ACADEMIC YEAR. DATA WAS AVAILABLE ON GUIDANCE PROGRAMS FROM NDEA APPLICATIONS AND AFFIDAVITS. CONCLUSIONS OF THIS STUDY WERE: (1) A TOTAL OF 1,611 COUNSELORS IN OHIO QUALIFIED FOR REIMBIRSEMENT UNDER NDEA DURING THE 1965-1966 ACADEMIC YEAR, (2) THE STATE MEAN PUPIL-COUNSELOR RATIO WAS 421.89/1, (3) THE MEAN STATE COUNSELOR'S SALARY WAS $9,623 AND (4) A POSITIVE CORRELATION WAS FOUND TO EXIST BETWEEN SCHOOL ENROLLMENT AND COST OF GUIDANCE PER PUPIL. RECOMMENDATIONS LISTED FOR FURTHER STUDIES IN THIS AREA ARE: (1) NON NDEA SCHOOLS SHOULD ALSO BE STUDIED, (2) SIZE-COST-QUALITY FACTORS AFFECTING THE OPERATION OF SCHOOL GUIDANCE PROGRAMS SHOULD BE STUDIED, AND (3) ADMINISTRATORS SHOULD STUDY THEIR INDIVIDUAL PROGRAMS TO DETERMINE COSTS. (AUTHOR/KJ)

ED031776 EA002385
COOPERATIVE NEGOTIATIONS IN EDUCATION. A REPORT OF PROCEEDINGS, CONFERENCE ON TEACHER-SCHOOL BOARD RELATIONS IN SUFFOLK COUNTY (MAY 14, 1969). JOHNSON, HERBERT F.; AND OTHERS, JUN 69, 27P.
HC NOT AVAILABLE FROM EDRS.

THIS DOCUMENT INCLUDES THREE ADDRESSES PRESENTED AT A 1-DAY CONFERENCE ON COLLECTIVE NEGOTIATIONS IN EDUCATION. IN HIS "KEYNOTE REMARKS," DR. HERBERT F. JOHNSON OUTLINES THREE BROAD CONCERNS AFFECTING THE COLLECTIVE NEGOTIATION PROCESS IN NEW YORK: LIMITED STATE, LOCAL, AND FEDERAL FINANCIAL RESOURCES FOR EDUCATION

ED031777 EA002407
COMMENTS ON PROFESSOR ALKIN'S PAPER ENTITLED "EVALUATING THE COST-EFFECTIVENESS OF INSTRUCTIONAL PROGRAMS." MAY 69, 8P.

EVALUATION OF THE RATIO OF COST TO BENEFIT OF INSTRUCTION MUST PLAY AN IMPORTANT PART IN THE FORMATION OF A PUBLIC POLICY ON EDUCATION. HOWEVER, IT IS DOUBTFUL IF EVALUATION IS SUFFICIENTLY DEVELOPED TO PLAY SUCH A ROLE, BECAUSE EVALUATION IS BASED ON STUDENT RESPONSES TO TEST ITEMS WHICH CONTAIN AN INDEFINITE BIAS AND CANNOT BE ACCEPTED AS RELIABLE DATA. A MORE RELIABLE THEORY OF TEST WRITING MUST BE DEVELOPED BEFORE EVALUATION CAN PERFORM AN IMPORTANT ROLE IN THE MAKING OF PUBLIC POLICY. RELATED DOCUMENTS ARE EA 002 475 AND EA 002 534. (MLF)

ED031784 EA002422
STATISTICS OF LOCAL PUBLIC SCHOOL SYSTEMS, 1967. FALL 1967: PUPILS/SCHOOLS/STAFF 1966-67: EXPENDITURES. KAHN, GERALD; HUGHES, WARREN A., MAR 69, 106P.
HC NOT AVAILABLE FROM EDRS.

THIS REPORT PRESENTS BASIC EDUCATIONAL DATA FROM A REPRESENTATIVE SAMPLE OF THE OPERATING PUBLIC SCHOOL SYSTEMS IN THE UNITED STATES. ITS PRIMARY PURPOSE IS TO PROVIDE QUANTITATIVE INFORMATION COMPARABLE FROM SCHOOL SYSTEM TO SCHOOL SYSTEM, WITH SUMMARY AND TREND ANALYSES OF THE DATA. THE SUMMARY DATA ARE FOUND IN TABLES WITHIN THE TEXT AND ARE ANALYZED IN RELATED DISCUSSION. INFORMATION ON INDIVIDUAL SCHOOL SYSTEMS IS GIVEN IN BASIC DATA TABLES COVERING NUMBER OF SCHOOLS IN LOCAL PUBLIC SCHOOL SYSTEMS BY ORGANIZATIONAL LEVEL, GRADE-SPAN, AND SIZE OF SCHOOL SYSTEM

ED031788 EA002428
SYSTEMS APPROACHES TO THE MANAGEMENT OF PUBLIC EDUCATION. APR 69, 53P.

MAJOR PRESENTATION MADE AT AN OCTOBER 1968 CONFERENCE AT HARTLAND, MICHIGAN, FOR PUBLIC SCHOOL ADMINISTRATORS AND UNIVERSITY PROFESSORS ARE "THE SYSTEMS MOVEMENT AND EDUCATIONAL ADMINISTRATION," BY GLENN L. IMMEGART

ED031790 EA002430
GUIDELINES FOR SCHOOL PERSONNEL POLICIES. ALEXANDER, GEORGE, ED.; AND OTHERS, NOV 68, 29P.
EDRS PRICE MF-$0.25 HC-$1.55

PRIMARY CONSIDERATIONS FOR A POSITIVE SCHOOL PERSONNEL POLICY ARE OUTLINED IN EIGHT SECTIONS,

ED031793 EA002434
EDUCATIONAL PROBLEMS IN THE URBAN SETTING. CAMPBELL, ROALD F., ED.; AND OTHERS, 69, 19P.

IN SPITE OF THE TREND TOWARD SUBURBANIZATION, THE CITIES CONTINUE TO BE THE HUB OF INSTITUTIONAL AMERICA. THE ASSIMILATION OF GROWING NUMBERS OF UNEDUCATED, UNSKILLED, AND MINORITY GROUP IMMIGRANTS IN THE FACE OF DECLINING PHYSICAL, FISCAL, AND LEADERSHIP RESOURCES IS THE BASIC PROBLEM CONFRONTING CITIES. THE GHETTO IS POPULATED BY INDIVIDUALS POSSESSING INSUFFICIENT EDUCATIONAL AND OCCUPATIONAL TOOLS TO MANAGE IN AN URBAN SETTING. ALTHOUGH THE SCHOOLS ARE INCREASINGLY CALLED UPON TO SOLVE THIS PROBLEM, PLANNING FOR BUILDING AND STAFFING SCHOOLS IS FRUSTRATED BY BURGEONING AND SHIFTING ENROLLMENTS. THE DIFFICULTIES OF GETTING COMPETENT TEACHERS INTO THE GHETTO AGGRAVATE THE CRUCIAL PROBLEM OF THE CONCENTRATION OF LARGE NUMBERS OF STUDENTS WITH SERIOUS EDUCATIONAL DEFICIENCIES. TODAY WE HAVE REASON TO QUESTION THE OLD ASSUMPTIONS THAT SCHOOL SYSTEMS SHOULD REMAIN ISOLATED FROM SURROUNDING INSTITUTIONS AND THAT LAY BOARDS OF EDUCATION INSURE REFLECTION OF THE PUBLIC WILL IN SCHOOL POLICIES. (DE)

ED031796 EA002437
EFFECTS OF EDUCATIONAL INNOVATIONS FOR THE CULTURALLY DEPRIVED ON CITIZEN SUPPORT FOR THE SCHOOLS. AGGER, ROBERT E.; FASHING, JOSEPH J., 69, 218P.

A RANDOM SAMPLE OF THE POPULATION IN EACH OF FIVE OREGON CITIES WAS INTERVIEWED IN 1964 AND 1966, TO ASSESS THE IMPACT ON CITIZEN SUPPORT FOR THE SCHOOLS OF A SERIES OF INNOVATIVE EDUCATIONAL PROGRAMS FOR THE CULTURALLY DEPRIVED. IN GENERAL, A CHANGE TO MORE FAVORABLE ATTITUDES TOWARD THE PROGRAMS WAS FOUND AMONG BOTH THE CITIZENS AT LARGE AND THE PROGRAM PARTICIPANTS DURING THE 3-YEAR RESEARCH PERIOD. THE MAGNITUDE OF THIS CHANGE WAS FOUND TO VARY ACCORDING TO THE RESPONDENTS' INFORMATION LEVEL, COMMUNITY INVOLVEMENT LEVEL, DEGREE OF ALIENATION TOWARD THE GOVERNMENTAL PROCESS IN GENERAL, PERSONAL INTERESTS, SOCIOECONOMIC CLASS, AND RACE. EDUCATIONAL DECISION MAKERS CONCERNED WITH THE CURRENT "TAXPAYERS' REVOLT" SHOULD BE AWARE OF THESE FINDINGS, WHICH SUGGEST THAT EDUCATIONAL IMPROVEMENTS FOR THE CULTURALLY DEPRIVED MAY OFTEN INCREASE RATHER THAN ERODE CITIZEN SUPPORT FOR THE SCHOOLS. (JH)

ED031797 EA002451
FEDERALISM IN EDUCATION--THE ROLE OF THE FEDERAL GOVERNMENT. 8 JUL 69, 11P.

ALTHOUGH STATE AND LOCAL GOVERNMENTS FILL A STRATEGIC ROLE IN THE AREA OF EDUCATION, THE FEDERAL GOVERNMENT PROVIDES LEADERSHIP IN RESEARCH AND DEVELOPMENT AND FINANCIAL SUPPORT. FEDERAL FINANCIAL SUPPORT SHOULD BE BROADLY ALLOCATED IN THREE BASIC WAYS: (1) DESIGNATED BLOCK GRANTS WHICH GIVE EACH STATE MAXIMUM FLEXIBILITY, (2) CATEGORICAL AIDS FOR THE SUPPORT OF UNDERDEVELOPED FUNCTIONS OR SPECIAL NEEDS, AND (3) RESEARCH AND DEVELOPMENT FUNDS. STATES MUST COMMIT THEMSELVES TO A THOROUGH OVERHAUL OF THEIR OWN STRUCTURES AND PRACTICES IN EDUCATIONAL FINANCE TO MEET FUTURE EDUCATIONAL NEEDS. A PERSPECTIVE WHICH PERMITS THE OVERALL APPRAISAL OF THE NEEDS AND THE PROGRESS OF EDUCATION IS A UNIQUE FEATURE OF FEDERAL PARTICIPATION IN THE EDUCATIONAL SYSTEM. THE OVERRIDING MISSION OF THE OFFICE OF EDUCATION IS TO BE A STRONGER ADVOCATE FOR CHANGE AND RELEVANCE IN EDUCATION. (MLF)

ED031799 EA002469
DECENTRALIZATION AND THE FINANCE OF INNER-CITY SCHOOLS. MAY 69, 15P.

SCHOOL DISTRICTS CONTAINING THE LARGEST PROPORTIONS OF POOR AND DISADVANTAGED PUPILS HAVE THE LOWEST FINANCIAL RESOURCES AVAILABLE TO SUPPORT THEIR SCHOOLS. THE INEQUALITIES PERSIST FOR A COMBINATION OF BOTH TECHNICAL AND POLITICAL REASONS. THE EVIDENCE REVIEWED SUGGESTS THAT THE DISTRIBUTION OF SCHOOL RESOURCES IS DIRECTLY RELATED TO THE DISTRIBUTION OF WEALTH AND POWER AMONG THE POPULATIONS BEING SERVED, BOTH AMONG AND WITHIN SCHOOL DISTRICTS. ETHNIC MINORITIES AND THE POOR HAVE TRADITIONALLY BEEN SHORTCHANGED IN THE PROVISION OF SOCIAL RESOURCES. ONLY WHEN THERE IS A REDISTRIBUTION OF POWER TO THESE GROUPS WILL THERE BE A MORE EQUITABLE ALLOCATION OF FINANCES. ON THE BASIS OF THIS ASSUMPTION, COMMUNITY CONTROL AND DECENTRALIZED SCHOOLS CAN IMPROVE THE FINANCING AND EFFECTIVENESS OF THE INNER-CITY SCHOOLS. (AUTHOR/DE)

ED031803 EA002475
COMMENTS ON PROFESSOR ALKIN'S PAPER ENTITLED "EVALUATING THE COST-EFFECTIVENESS OF INSTRUCTIONAL PROGRAMS." MAY 69, 13P.

COST-EFFECTIVENESS REPRESENTS AN ATTEMPT TO APPLY ONE METHODOLOGY TO DECISION-MAKING IN EDUCATION. THREE RECENT TRENDS IN THE BEHAVIORAL AND SOCIAL SCIENCES ARE APPARENT: RATIONALIZATION IN THE DECISION PROCESS, INSTITUTIONALIZATION OF RESEARCH IN EDUCATION, AND THE BEGINNING OF A GENERAL THEORY OF ORGANIZATIONAL BEHAVIOR. THE PROBLEM POSED IS HOW TO COMBINE THE DECISION PROCESS OF COST-EFFECTIVENESS WITH THE BEHAVIORAL PROCESSES OF INSTITUTIONAL DECISION-MAKING. A GENERAL THEORY OF INSTRUCTIONAL EVALUATION IS NEEDED TO UNIFY EVALUATIONS. QUESTIONS ARE RAISED ABOUT THE SPECIFIC PROBLEM AREA OF CONCERN, THE RELEVANT VARIABLES, AND THE ENVIRONMENTAL INFLUENCES OF THE SCHOOL. THE OPENNESS OF THE SCHOOL SYSTEM IS AFFECTED BY ITS INTERACTIONS WITH OTHER SYSTEMS, BY THE CRITERIA USED IN EVALUATION, AND BY FEEDBACK. COST-EFFECTIVENESS IS ONLY A PART OF THE SYSTEMS APPROACH IN THE EVALUATION OF INSTRUCTIONAL PROGRAMS. RELATED DOCUMENTS ARE EA 002 407 AND EA 002 534. (MLF)

ED031804 EA002476
JAMES E. ALLEN, JR., ON EDUCATION: QUOTES AND SUMMARIES OF ARTICLES AND SPEECHES BY DR. JAMES E. ALLEN, JR., PRIOR TO BECOMING ASSISTANT SECRETARY FOR EDUCATION AND COMMISSIONER OF EDUCATION, DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE. MAY 69, 30P.

A BRIEF BIOGRAPHY AND A CONDENSATION OF PUBLICATIONS AND SPEECHES BY DR. JAMES E. ALLEN, JR., ARE OUTLINED IN THIS DOCUMENT. THE FORM AND PURPOSE OF HIGHER EDUCATION, THE EFFECTIVENESS OF THE SCHOOL SYSTEM, AND THE GOALS OF EDUCATIONAL POLICY ARE COVERED. NARROWING THE SCOPE CONSIDERABLY, PROBLEM AREAS SUCH AS THE CHURCH-STATE ISSUE, SCHOOL SEGREGATION AND INTEGRATION, LOCAL CONTROL, STUDENT ACTIVISM, AND TEACHER-RELATED ISSUES ARE APPROACHED. CITATIONS INCLUDE MATERIALS PUBLISHED FROM 1955 TO 1968. (LN)

ED031807 EA002479
ACCOUNTABILITY AND GOVERNANCE IN PUBLIC EDUCATION. 12 FEB 68, 14P.
HC NOT AVAILABLE FROM EDRS.

IN RECENT YEARS THE FOCUS ON ACCOUNTABILITY AND GOVERNANCE IN PUBLIC EDUCATION HAS SHIFTED FROM THE INDIVIDUAL CLASS AND TEACHER TO INDIVIDUAL SCHOOLS AND STAFFS. BY THE WAY HE APPLIES AND COORDINATES HIS SCHOOL'S AVAILABLE RESOURCES, THE PRINCIPAL DETERMINES THE PRODUCT OF HIS SCHOOL, THE DEPARTING PUPIL. MORE EFFECTIVE EDUCATION IS BECOMING POSSIBLE AS THE INDIVIDUAL SCHOOL RECEIVES MORE AND BETTER RESOURCES AND USES MORE SOPHISTICATED WAYS TO MEASURE HUMAN POTENTIAL AND PRODUCTIVITY. ALTHOUGH COMMUNITY FORCES ARE PLAYING AN INCREASINGLY ACTIVE ROLE IN THE AREA OF GOVERNANCE AND THE DETERMINATION OF SCHOOL POLICIES AND PROGRAMS, RESOLVING THE ISSUES OF BOTH GOVERNANCE AND ACCOUNTABILITY TURNS MOST REALISTICALLY ON WHO IS TO BE HELD ACCOUNTABLE FOR THE PRODUCT OF EDUCATION. IT IS AT THE LEVEL OF THE INDIVIDUAL SCHOOL AND ITS PRINCIPAL THAT THESE TWO QUESTIONS STAND THE BEST CHANCE OF BEING FACED SQUARELY AND RESOLVED FAIRLY. A DESCRIPTIVE LIST OF 10 PROJECTS SUPPORTED BY THE FORD FOUNDATION AND RELATED TO THE ISSUES OF ACCOUNTABILITY AND GOVERNANCE IS APPENDED. (JK)

ED031808 EA002480
TAKING THE HEAT OFF THE SCHOOL LUNCHROOM. LUTZ, RAYMOND P.; AND OTHERS, 68, 30P.

THE APPLICATION OF OPERATIONS RESEARCH TECHNIQUES TO A PUBLIC SCHOOL SYSTEM'S LUNCH PROGRAM SUGGESTS A POSSIBLE SOLUTION TO THE PROBLEM OF RAPIDLY INCREASING PROGRAM COSTS. A COMPUTER-ASSISTED MENU PLANNER WAS DEVELOPED WHICH GENERATED A MONTHLY SET OF MENUS SATISFYING NUTRITIONAL AND FEDERAL STANDARDS, AND FOOD DEMAND CYCLES. WHEN COMPARED TO THE MENUS ACTUALLY USED IN THE SCHOOL SYSTEM, THE COMPUTER-PLANNED MENUS OFFERED A GREATER VARIETY, HAD LESS PRICE FLUCTUATION, AND REDUCED THE AVERAGE COST PER SERVING BY APPROXIMATELY 10 PERCENT. THE MENU GENERATOR WAS THEN COMBINED WITH A SET OF INVENTORY MODELS TO DETERMINE THE ORDERING QUANTITIES AND ORDERING INTERVALS WHICH WOULD RESULT IN THE MINIMUM COST. THE RESULTS OF THIS PROCEDURE SUGGEST THAT SUBSTANTIAL SAVINGS ARE POSSIBLE THROUGH THE USE OF THESE MODELS, BOTH IN REDUCTION OF DIRECT COSTS AND IN REDUCTION OF CLERICAL EFFORT. (JH)

ED031809 EA002481
FINANCIAL STATUS OF THE PUBLIC SCHOOLS, 1968. 68, 73P.
HC NOT AVAILABLE FROM EDRS.

THIS REPORT PRESENTS FIGURES PORTRAYING THE STATUS OF SCHOOL FINANCE FOR THE 1967-68 SCHOOL YEAR, AND OUTLINES THE TRENDS THAT WILL HAVE SOME IMPACT ON SCHOOL FINANCE IN THE NEAR FUTURE. AMONG THE AREAS DISCUSSED ARE POPULATION AND ENROLLMENT TRENDS, STAFFING OF SCHOOLS, EXPENDITURES ON EDUCATION, AND REVENUE FOR EDUCATIONAL PURPOSES.

ED031815 EA002487
INDIVIDUALLY PRESCRIBED INSTRUCTION. EDUCATION U.S.A. SPECIAL REPORT (8TH). NEILL, GEORGE W.; AND OTHERS, 68, 33P.
HC NOT AVAILABLE FROM EDRS.

INDIVIDUALLY PRESCRIBED INSTRUCTION (IPI), AN EXPERIMENTAL INSTRUCTIONAL METHOD FOR PLANNING AND CONDUCTING A PROGRAM OF STUDIES TAILORED TO THE LEARNING NEEDS AND CHARACTERISTICS OF EACH STUDENT, HAS BEEN IN OPERATION IN SUBURBAN PENNSYLVANIA'S OAKLEAF ELEMENTARY SCHOOL SINCE 1964. OAKLEAF'S IPI PROGRAM, WHICH COVERS THE SUBJECT AREAS OF MATHEMATICS, READING, PRIMARY SCIENCE, AND SPELLING, REQUIRES NO GRADES OR BASIC TEXTBOOKS. THE PROGRAM IS BASED ON SPECIFIC BEHAVIORALLY STATED INSTRUCTIONAL OBJECTIVES WHICH ARE GROUPED INTO MEANINGFUL SEQUENCES REPRESENTING DIFFERENT LEVELS OF PROGRESS. IPI ALLOWS THE TEACHER TO DIAGNOSE A CHILD'S RELATIVE PROGRESS ON AN INDIVIDUAL BASIS AND TO PRESCRIBE APPROPRIATE INSTRUCTIONAL TASKS WHICH WILL ENABLE THE CHILD TO MOVE ON TO THE NEXT CURRICULUM LEVEL. LIMITED TESTING AND THE GENERAL EVALUATIONS OF TEACHERS AND ADMINISTRATORS WORKING IN IPI SCHOOLS INDICATE A FAVORABLE IMPROVEMENT IN STUDENT ACHIEVEMENT. HOWEVER, EVIDENCE ON THE EFFECTS OF IPI IS STILL FRAGMENTARY. THREE TO 5 YEARS OF PERFECTING IPI IN DEMONSTRATION PROJECTS SIMILAR TO OAKLEAF'S, AS WELL AS A RETRAINING PROGRAM FOR ADMINISTRATORS AND TEACHERS, WILL BE REQUIRED PRIOR TO EXTENSIVE EVALUATIVE RESEARCH. (JH)

ED031818 EA002534
EVALUATING THE COST-EFFECTIVENESS OF INSTRUCTIONAL PROGRAMS. MAY 69, 36P.

A MODEL OF COST-EFFECTIVENESS IS OUTLINED WHICH ENABLES CONSIDERATION OF SOME NON-FINANCIAL, AS WELL AS FINANCIAL, ELEMENTS OF EDUCATIONAL SYSTEMS AT SCHOOL OR DISTRICT LEVELS. THE MODEL ENABLES THE DECISION-MAKER TO COMPARE EDUCATIONAL OUTCOMES OF DIFFERENT UNITS, TO ASSESS THE IMPACT OF ALTERNATIVE LEVELS OF FINANCIAL INPUT, AND TO SELECT ALTERNATIVE APPROACHES TO REACH SPECIFIED EDUCATIONAL OUTCOMES. COMPONENTS OF THIS MODEL ARE STUDENT INPUTS, EDUCATIONAL OUTPUTS, FINANCIAL INPUTS, EXTERNAL SYSTEMS, AND MANIPULATABLE CHARACTERISTICS. INDICATED ARE THE POTENTIAL APPLICATIONS OF THE MODEL IN DIFFERENT EVALUATION SITUATIONS AND ITS USE TO EVALUATE THE COST-EFFECTIVENESS OF VARIOUS FINANCIAL INPUTS AND OF INDIVIDUAL SCHOOL PROGRAMS. RELATED DOCUMENTS ARE EA 002 407 AND EA 002 475. (AUTHOR/MLF)

ED031819 EA002536
COMMENTS ON PROFESSOR TROW'S PAPER ENTITLED "METHODOLOGICAL PROBLEMS IN THE EVALUATION OF INNOVATION." MAY 69, 22P.

EVALUATION SPECIALISTS NEED TO DECIDE WHEN TO USE QUANTITATIVE TECHNIQUES FOR EVALUATION AND WHEN TO USE MORE QUALITATIVE TECHNIQUES. DIFFERENT SITUATIONS REQUIRE DIFFERENT STRATEGIES FOR EVALUATION. SOME FACTORS WHICH CAN BE USED TO DIFFERENTIATE SITUATIONS INCLUDE CURRENT STATE OF KNOWLEDGE

ED031825 EC003481
PROJECT GENESIS JAN 68, 62P.

THE INTRODUCTION OF A PROJECT DESIGNED TO EVALUATE CHILDREN BEFORE THEY ENTER KINDERGARTEN FOR POTENTIAL LEARNING PROBLEMS LISTS ADDITIONAL OBJECTIVES AND THE RESULTS OF SCREENING PRESCHOOL CHILDREN. POST-SCREENING PLANNING FOR EACH CHILD, DEVELOPMENT OF A WORKSHOP TO PREPARE PROGRAMERS, PRESENTATIONS FOR PARENT AND FACULTY EDUCATION, AND RECOMMENDATIONS ARE DISCUSSED. A DESCRIPTION OF PILOT PROGRAMS IN TWO SCHOOL DISTRICTS INCLUDES THE SCOPE, EDUCATIONAL FACILITIES AND SERVICES IN THE COMMUNITIES, DIAGNOSTIC NEEDS, AND FINANCES. THE AREAS OF DISABILITY TO BE CONSIDERED ARE THE FOLLOWING: LEARNING DISORDERS, INCLUDING MOTOR, PERCEPTUAL, AND CONCEPTUAL PROBLEMS

ED031844 EC004071
INTERIM EMERGENCY REPORT OF THE NATIONAL ADVISORY COMMITTEE ON HANDICAPPED CHILDREN. 6 MAY 69, 28P.

THE 11-MEMBER NATIONAL ADVISORY COMMITTEE PRESENTS VARIOUS REASONS TO URGE RECONSIDERATION OF THE PROPOSED AMOUNT OF FINANCIAL SUPPORT FOR PROGRAMS FOR HANDICAPPED CHILDREN.

ED031891 EF002713
THE TELEVISION ICEBERG. 4 MAY 67, 9P.

THIS PRESENTATION IS CONCERNED WITH TELEVISION AS IT RELATES TO THE PLANNING AND ADMINISTRATION OF FACILITIES IN WHICH IT IS UTILIZED. THE ROLE OF TELEVISION AS A TEACHING AID, TEACHING MEDIUM, AND TEACHER IS DISCUSSED. CONSIDERATION IS GIVEN TO THE FOLLOWING ASPECTS CONCERNED WITH IMPLEMENTING EDUCATIONAL TELEVISION: PLANT LAYOUT, AMOUNT OF SPACE REQUIRED, COSTS, AND NUMBER OF PERSONNEL NECESSARY FOR BOTH OPERATION OF THE EQUIPMENT AND ADMINISTRATION AND MAINTENANCE OF THE FACILITIES. AUDIENCE REACTIONS TO THE PRESENTATION ARE INCLUDED. (FS)

ED031904 EF003334
PLANNING A LABORATORY? MAR 68, 4P.
DOCUMENT NOT AVAILABLE FROM EDRS.

FACTORS FOR THE PLANNING OF FUNCTIONAL, ECONOMICAL AND SAFE LABORATORY FACILITIES ARE DISCUSSED, WITH EMPHASIS ON THE ECONOMICAL RESULTS OF PLANNING FOR A SPECIFIC PURPOSE AND FOR THE SPECIFIC NEEDS OF EACH OCCUPANT. A QUESTIONNAIRE IS SUGGESTED AS A USEFUL TOOL FOR DETERMINING REQUIREMENTS. OTHER AREAS FOR CONSIDERATION INCLUDE--(1) LABORATORY FURNITURE, (2) BENCHTOP AND FLOOR STANDING EQUIPMENT, (3) UTILITIES, AND (4) SPECIAL PROBLEMS SUCH AS CONTROLLED ENVIRONMENTAL CHAMBERS, FUME HOODS AND SPECIAL CABINETS. FOUR VERSIONS OF A LABORATORY PLAN FOR 24 STUDENTS ARE GIVEN, WITH REASONS FOR THE FINAL CHOICE. (RW)

ED031937 EM007329
EDUCATIONAL COMPUTER TRENDS IN THE CEMREL REGION ANALYSIS AND RECOMMENDATIONS. MAY 69, 22P.

CENTRAL MIDWESTERN REGIONAL EDUCATIONAL LABORATORY, INC. (CEMREL) ANALYZED EDUCATIONAL COMPUTER TRENDS IN THE CEMREL REGION.

ED031948 EM007371
RUN, COMPUTER, RUN OETTINGER, ANTHONY G.; MARKS, SEMA, 69, 302P.
DOCUMENT NOT AVAILABLE FROM EDRS.

THE INTRODUCTION OF COMPUTERS, SYSTEMS ANALYSIS, AND VARIOUS NEW MEDIA INTO EDUCATION HAS BEEN HERALDED AS A PANECEA FOR FOR ALL THE PROBLEMS NOW FACING OUR SCHOOLS. THE POTENTIAL OF NEW EDUCATIONAL TECHNOLOGY IS INDEED GREAT, BUT MUCH NEEDS TO BE DONE BEFORE IT CAN BE REALIZED. COMPUTERS AND COMPUTING LANGUAGES NEED EXTENSIVE DEVELOPMENT TO BE SENSITIVE AND RELIABLE ENOUGH FOR EDUCATIONAL USE. BEFORE A SYSTEMS APPROACH TO NEW CURRICULA CAN BE IMPLEMENTED, EDUCATIONAL GOALS MUST BE ESTABLISHED WHICH BALANCE THE NEED TO FOSTER CREATIVITY WITH THE NEED FOR ROTE LEARNING OF BASIC FORMULA AND FACTS. THE COST AND UNRELIABILITY OF AUTOINSTRUCTIONAL AIDS HAS BEEN UNDERESTIMATED, AS HAS BEEN THE TIME NECESSARY TO DEVELOP AND TEST NEW EQUIPMENT. RETRAINING OF PRESENT FACULTIES AND TRAINING OF NEW TEACHERS TO USE THE MATERIAL NOW AVAILABLE LAGS FAR BEHIND. THEREFORE, ANY PARTIAL STEP TOWARD THE INTELLIGENT USE OF COMPUTERS AND OTHER INNOVATIVE DEVICES SHOULD BE BASED ON AN EVALUATION OF THE EDUCATIONAL SYSTEM AND OF THE ECONOMICS OF COMPUTERS, COMMUNICATIONS, AND SO ON, AS THEY ARE NOW. THE VIEWS PRESENTED IN THIS BOOK ARE SUPPORTED BY TWO APPENDICES. ONE RECOUNTS A VISIT TO A SHOWPLACE SCHOOL IN A TYPICAL SMALL CITY, AND THE OTHER IS A COLLECTION OF CORRESPONDENCE CONCERNING THE MALFUNCTIONING OF A PIECE OF EQUIPMENT. (JY)

ED031954 EM007390
CALIPERS. PLANNING THE SYSTEMS APPROACH TO FIELD TESTING EDUCATIONAL PRODUCTS. AUG 69, 156P.
DOCUMENT NOT AVAILABLE FROM EDRS.

FIELD TESTING, THE LAST STEP IN THE DEVELOPMENTAL CYCLE FOR EDUCATIONAL PRODUCTS, MUST ASCERTAIN WHETHER THE TEST PRODUCT, PLACED IN A NATURAL ENVIRONMENT, WILL ACTUALLY ELICIT THE BEHAVIORAL CHANGES IT WAS DESIGNED TO EFFECT. A SYSTEMS APPROACH TO FIELD TESTING REQUIRES THAT CERTAIN BASIC AREAS OF INVESTIGATION FIRST BE ESTABLISHED. SPECIFIC FIELD TESTING GOALS SHOULD BE SELECTED. A TEST SITE SHOULD BE CHOSEN TO INCORPORATE ALL FACTORS CONSIDERED MANDATORY TO PRODUCT INSTALLATION. ALL TESTING COSTS SHOULD BE DETERMINED AND ESSENTIAL FUNDING ARRANGEMENTS MADE. AGREEMENTS CAN THEN BE NEGOTIATED WITH KEY PERSONNEL AT THE MOST PROMISING TEST SITES. ACCURATE LOGISTIC ASSESSMENTS ARE NECESSARY FOR COSTING AND SCHEDULING PURPOSES AND FOR EFFICIENT

TEST EXECUTION. AFTER THE ELEMENTS OF TIME SCHEDULING AND STAFF PREPARATION (BOTH INITIAL AND ONGOING) HAVE BEEN DEALT WITH, INSTRUMENTS MUST BE CHOSEN FOR MEASURING THE TEST PROGRAM'S OUTCOMES, AND STANDARDS FOR ASSIGNING VALUES TO THESE MEASURED OUTCOMES MUST BE SET UP. AS DATA IS EVALUATED, TEST REPORTS SHOULD BE ISSUED TO PROVIDE TWO-WAY COMMUNICATION BETWEEN OPERATORS AND DECISION MAKERS, AND TO DOCUMENT THE TEST FOR FUTURE REFERENCE. FOLLOWING THE FINAL PRODUCT REVISION, THE INFORMATION GAINED IN TESTING SHOULD BE DISSEMINATED. (JY)

ED031957 EM007410
EMPHASIS ON EXCELLENCE IN SCHOOL MEDIA PROGRAMS. DESCRIPTIVE CASE STUDIES SPECIAL-PURPOSE GRANT PROGRAMS. MAY 69, 227P.
HC NOT AVAILABLE FROM EDRS.

EIGHT ELEMENTARY HIGH SCHOOLS IN NEW YORK, NORTH CAROLINA, OREGON, CALIFORNIA, AND KANSAS WERE AWARDED $635,253.00 IN FEDERAL FUNDS TO DEVELOP DEMONSTRATION MEDIA PROGRAMS. THIS STIMULATED, DIRECTLY AND INDIRECTLY, ADDITIONAL PROFESSIONAL AND CLERICAL MEDIA PERSONNEL, PROVISION OF NEW MEDIA SERVICES AT THE SCHOOL DISTRICT LEVEL, INCREASED SCHOOL DISTRICT BUDGETS FOR MEDIA PROGRAMS, IMPROVED FACILITIES FOR SCHOOL MEDIA CENTERS, IMPROVED ACCESSIBILITY OF MATERIALS AND SERVICES, PROVISION OF NEW KINDS OF MATERIALS, AND PROVISION OF MATERIALS PRODUCTION CENTERS AND ELECTRONIC INFORMATION RETRIEVAL CAPABILITIES. INTERVIEWS WITH STUDENTS, TEACHERS, MEDIA SPECIALISTS, PRINCIPALS, AND VISITORS SHOWED SOME DEGREE OF POSITIVE CHANGE IN CURRICULUM AND INSTRUCTION, UTILIZATION OF MATERIALS BY TEACHERS, SCHOOL AND COMMUNITY ATTITUDES, PUPIL BEHAVIOR, AND THE MEDIA CENTER MATERIALS COLLECTION ITSELF AS A RESULT OF THE FUNDING. (MM)

ED031959 EM007413
U.S. OFFICE OF EDUCATION SUPPORT OF COMPUTER ACTIVITIES. MOLNAR, ANDREW R.; SHERMAN, BEVERLY, JAN 69, 213P.
HC NOT AVAILABLE FROM EDRS.

THE OFFICE OF EDUCATION, THROUGH THE BUREAU OF RESEARCH AND THE BUREAU OF ELEMENTARY AND SECONDARY EDUCATION, HAS SPENT APPROXIMATELY $67 MILLION ON RESEARCH AND RESEARCH RELATED ACTIVITIES, PLANNING PROJECTS, AND OPERATIONAL PROGRAMS ON THE APPLICATION OF COMPUTER TECHNOLOGY AND ITS USE IN EDUCATION. APPENDIX A LISTS PROJECTS FUNDED THROUGH THE BUREAU OF RESEARCH FOR 1967, 1968, AND 1969--THIRTY-FIVE ON COMPUTER ASSISTED INSTRUCTION AND COMPUTER MANAGED INSTRUCTION, 13 ON PROGRAMING FOR SPECIALIZED DATA DEVELOPMENT AND ANALYSIS, 11 ON COMPUTER MODELS AND SIMULATION, 24 ON DATA BANKS AND INFORMATION RETRIEVAL SYSTEMS, 11 ON COMPUTERS IN ADMINISTRATION AND ORGANIZATION, AND 37 ON CURRICULUM AND TRAINING FOR COMPUTER APPLICATION. APPENDIX B CONTAINS THE ABSTRACTS OF THESE PROJECTS. APPENDIX C LISTS 158 REPORTS WHICH HAVE APPEARED IN THE JOURNAL "RESEARCH IN EDUCATION" ON COMPUTER RELATED ACTIVITIES. TWENTY REGIONAL EDUCATIONAL LABORATORIES, THEIR ADDRESSES, MAJOR PROGRAM INTERESTS, AND SPECIFIC COMPUTER PROJECTS ARE LISTED IN APPENDIX D. APPENDIX E PROVIDES A LIST OF 11 RESEARCH AND DEVELOPMENT CENTERS AND 19 EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) CLEARINGHOUSES, WITH THEIR ADDRESSES. IN APPENDIX F 155 PROJECTS TO ADVANCE CREATIVITY IN EDUCATION (PACE) SPONSORED FOR 1966, 1967, AND 1968 ARE LISTED. (JY)

ED031963 EM007423
TELECOMMUNICATIONS FOR LEARNING. ORLICH, DONALD C., ED.; HILEN, CHARLES O., ED., FEB 69, 59P.

THIS REPORT OF A SEMINAR ON THE APPLICATION OF TELECOMMUNICATIONS TECHNOLOGY TO EDUCATIONAL THEORY AND PRACTICE CONTAINS ELEVEN SPEECHES. THE FIRST PRESENTS ILLUSTRATIONS OF THE NEED FOR FEEDBACK FROM THE USER, BASIC CONSIDERATIONS FOR PLANNING IN TELECOMMUNICATIONS, AND USES OF THE NEW EQUIPMENT. THE SECOND DESCRIBES THE FUNCTION AND MECHANICS OF A TELEPHONE SYSTEM AND THE AVAILABLE SERVICES PROVIDED BY TELEPHONE COMPANIES, AND THE THIRD SPEECH DEALS WITH VOICE GRADE COMMUNICATION DEVICES AND THEIR USES. THE FOURTH OFFERS CRITERIA FOR ANALYZING A DATA COMMUNICATIONS SYSTEM AND A DESCRIPTION OF DATA SETS AND SERVICES PROVIDED BY THE BELL SYSTEM, AND THE FIFTH DETAILS DIFFERENT MODES OF TELECOMMUNICATIONS AND THE SERVICES AND SUPPORTIVE HARDWARE OFFERED BY TELEPHONE COMPANIES. THE SIXTH SPEECH CONSIDERS WAYS TO PLAN AND APPLY DATA COMMUNICATIONS DEVICES TO EDUCATION, WHILE THE SEVENTH CONSIDERS THESE DEVICES IN RELATION TO THE FINANCIAL INDUSTRY. THE EIGHTH EXPLORES SPECIAL FUNCTIONS OF THE NEW TECHNOLOGY IN EDUCATION, AND THE NINTH DETAILS OPERATIONAL COSTS AND THE CONCEPT OF TIME SHARING. THE TENTH IS CONCERNED WITH THE USES OF TWO-WAY TELEVISION IN THE FUTURE OF EDUCATION, AND THE FINAL SPEECH DEALS WITH PROBLEMS OF EDUCATORS IN MAKING PREDICTIVE JUDGEMENTS CONCERNING THE USES OF DATA COMMUNICATIONS TECHNOLOGY. (SM)

ED031981 FL001437
FOREIGN STUDY FOR HIGH SCHOOL STUDENTS: WHAT'S GOING ON? ERIC FOCUS REPORTS ON THE TEACHING OF FOREIGN LANGUAGES, NUMBER 5. 69, 9P.

SOME GENERAL INFORMATION ABOUT FOREIGN STUDY FOR HIGH SCHOOL STUDENTS, AND SOURCE LISTINGS WHERE MORE SPECIFIC INFORMATION MAY BE FOUND, MAKE UP THIS REPORT. INFORMATION ON THREE DIFFERENT PROGRAM TYPES, CHOICE OF A FOREIGN STUDY PROGRAM, PLANNING AND OPERATING ONE'S OWN PROGRAM, ADVANTAGES OF FOREIGN STUDY, AND ESTABLISHING PROGRAM STANDARDS IS INCLUDED. AN APPENDIX ALSO OFFERS A REPRINT OF AN ARTICLE ON EVALUATION CRITERIA FOR FOREIGN STUDY PROGRAMS COVERING SPONSORSHIP, STUDENT RECRUITMENT, GROUP LEADER SELECTION, STUDY, LIVING ABROAD, AND FINANCIAL CONSIDERATION. (AF)

ED032077 LI001406
INFORMATION ENTREPRENEURSHIP AND EDUCATION MAR 69, 47P.
DOCUMENT NOT AVAILABLE FROM EDRS.

THE AUTHOR MAINTAINS THAT INFORMATION ENTREPRENEURS ARE NECESSARY BECAUSE OF THE GREATLY INCREASED PRODUCTION OF INFORMATION AND THE INCREASED IMPORTANCE OF INFORMATION FOR SCIENCE AND TECHNOLOGY. THE ROLES OF THE NATIONAL AERONAUTICS AND SPACE ACT OF 1958 AND THE STATE TECHNICAL SERVICES ACT OF 1965 IN THE ESTABLISHMENT OF INFORMATION SERVICES ARE DISCUSSED. THREE OF THE STATE PROGRAMS ESTABLISHED UNDER THE STATE TECHNICAL SERVICES ACT ARE DESCRIBED, INCLUDING THE PENNSYLVANIA TECHNICAL ASSISTANCE PROGRAM (PENNTAP), NEW YORK'S PROGRAM, AND NORTH CAROLINA'S INDUSTRIAL EXTENSION SERVICE (IES). THE NEXT SECTIONS OF THE REPORT ARE DEVOTED TO THE BENEFITS TO INDUSTRY OF INFORMATION SERVICES AND THE EDUCATION OF INFORMATION SCIENTISTS. APPENDICES II THROUGH V INCLUDE SYLLABI AND COURSE DESCRIPTIONS FOR INFORMATION SCIENCE EDUCATION. (CC)

ED032095 LI001680
SCHOOL LIBRARIES IN CALIFORNIA. 68, 270P.

THIS IS A REPORT ON THE THREE-YEAR STATEWIDE STUDY OF SCHOOL LIBRARY FACILITIES, COLLECTIONS, AND SERVICES MAINTAINED BY SCHOOL DISTRICTS AND THOSE MAINTAINED BY COUNTY SUPERINTENDENTS OF SCHOOLS, COUNTIES, OR CITIES AND MADE AVAILABLE TO SCHOOLS ON A CONTRACTUAL BASIS. DATA FOR THE STUDY WERE COLLECTED ON QUESTIONNAIRES SENT TO EVERY ELEMENTARY, HIGH SCHOOL, AND JUNIOR COLLEGE LIBRARY IN CALIFORNIA, IN WORK SESSIONS AND INTERVIEWS, AND FROM SPECIAL REPORTS. ADEQUACY OF SCHOOL LIBRARIES WAS EXAMINED BY COMPARING THE COLLECTED DATA WITH APPROVED LIBRARY STANDARDS. CHAPTER I REVIEWS THE BACKGROUND AND METHODOLOGY OF THE STUDY. CHAPTER II IS AN OVERVIEW OF CALIFORNIA SCHOOL LIBRARIES. CHAPTERS III THROUGH V DISCUSS ELEMENTARY, HIGH SCHOOL, AND JUNIOR COLLEGE LIBRARIES RESPECTIVELY. OTHER TOPICS COVERED IN THE STUDY INCLUDE: (1) COUNTY AND DISTRICT ORGANIZATION OF SCHOOL LIBRARY SERVICES, (2) COOPERATION OF COMMUNITY LIBRARIES AND SCHOOL LIBRARIES, (3) LIBRARIANS FOR CALIFORNIA SCHOOLS, (4) THE EDUCATION CODE AND SCHOOL LIBRARIES, (5) EFFECTS OF FEDERAL AID ON SCHOOL LIBRARIES, (6) CONSULTANT SERVICES, (7) NEW CALIFORNIA PROGRAMS, AND (8) RECOMMENDATIONS FOR IMPROVEMENT OF SCHOOL LIBRARIES. (CC)

ED032118 PS002101
PREPRIMARY ENROLLMENT OF CHILDREN UNDER SIX: OCTOBER 1968. NEHRT, ROY C.; HURD, GORDON E., JUN 69, 23P.

THIS STUDY, BASED ON INFORMATION COLLECTED BY THE U.S. BUREAU OF THE CENSUS IN ITS CURRENT POPULATION SURVEY, SHOWS THE NUMBER OF CHILDREN 3 TO 5 YEARS OLD IN THE UNITED STATES AND THE EXTENT OF THEIR ENROLLMENT IN PUBLIC AND NONPUBLIC PREPRIMARY PROGRAMS. IN 1968 THE GAP CONTINUED TO CLOSE BETWEEN WHITE AND NONWHITE CHILDREN ENROLLED IN PREPRIMARY PROGRAMS, REFLECTING THE INFLUENCE OF STATE AND FEDERAL PRESCHOOL PROJECTS IN POORER AREAS. AS AGE INCREASED, ENROLLMENT RATES INCREASED, BUT THE PROPORTION ENROLLED IN PRIVATE SCHOOLS DECREASED. AS FAMILY INCOME ROSE, ENROLLMENT INCREASED, WITH THE HIGHEST PERCENTAGE IN THE "$10,000 AND OVER" GROUP. A HIGHER PERCENTAGE OF NONWHITE CHILDREN THAN WHITE CHILDREN FROM THE LOWER INCOME GROUPS WAS ENROLLED, AND FOR ALL REGIONS OF THE COUNTRY, NONWHITE ENROLLMENT WAS HIGHER. ENROLLMENT RATES FOR NONWHITES WERE HIGHER THAN FOR WHITES IN WHITE-COLLAR AND MANUAL SERVICE OCCUPATIONS. CHILDREN IN FARM FAMILIES HAD THE LOWEST ENROLLMENT RATES, WHILE CHILDREN IN WHITE-COLLAR FAMILIES HAD THE HIGHEST ENROLLMENT. THE ENROLLMENT RATE OF NONMETROPOLITAN RESIDENTS CONTINUED TO BE LOWER THAN THAT OF CENTRAL CITY OR SUBURBAN RESIDENTS. THE PERCENTAGE OF 3- TO 5-YEAR-OLDS ENROLLED IN PREPRIMARY PROGRAMS CONTINUED TO INCREASE, FROM 25.5 PERCENT IN OCTOBER 1964 TO 33.0 PERCENT IN OCTOBER 1968. (DR)

ED032143 RC002619
INDIAN EDUCATION PROGRAM. ANNUAL REPORT, 1967-1968, TO UNITED STATES BUREAU OF INDIAN AFFAIRS. AUG 68, 29P.
HC NOT AVAILABLE FROM EDRS.

THE ALLOCATION AND EXPENDITURE OF THE JOHNSON-O'MALLEY ACT FUNDS BY THE INDIAN EDUCATION PROGRAM, STATE OF NEVADA, DEPARTMENT OF EDUCATION IS PRESENTED IN THIS REPORT FOR THE FISCAL YEAR 1967-68. THE NARRATIVE PORTION OF THE REPORT LISTS THE ACTIVITIES OF THE PARTICIPATING SCHOOL DISTRICTS THAT WERE FUNDED BY TITLE I - ELEMENTARY AND SECONDARY EDUCATION ACT AND THE JOHNSON-O'MALLEY PROGRAMS. TABULAR INFORMATION IS GIVEN ON THE ENROLLMENT DISTRIBUTION OF INDIAN

STUDENTS IN THE PARTICIPATING COUNTY SCHOOL DISTRICTS, ON A SURVEY TAKEN OF NEVADA INDIAN DROPOUTS, AND ON SPECIFIC FUND ALLOCATIONS AND EXPENDITURES. RELATED DOCUMENTS ARE ED 013 147 ND RC 003 659. [NOT AVAILABLE IN HARD COPY DUE TO MARGINAL LEGIBILITY OF ORIGINAL DOCUMENT.] (DK)

ED032153 RC003567
THE MOUNTAINS ARE MOVING. [REPORT OF THE CONFERENCE ON EQUALITY OF EDUCATIONAL OPPORTUNITY FOR CHILDREN OF APPALACHIA (NOVEMBER 29 - DECEMBER 1, 1968, PIKEVILLE COLLEGE, PIKEVILLE, KENTUCKY)] 68, 23P.
HC NOT AVAILABLE FROM EDRS.

EQUALITY OF EDUCATIONAL OPPORTUNITY FOR CHILDREN IN APPALACHIA SERVED AS A GUIDING THEME FOR THE SIXTH NATIONAL EDUCATION ASSOCIATION NATIONAL CONFERENCE ON HUMAN RIGHTS IN EDUCATION. INCLUDED IN THIS CONFERENCE REPORT ARE A SYNOPSIS OF SELECTED COMMENTS MADE BY CONFERENCE SPEAKERS, BRIEF DESCRIPTIONS OF ONGOING OPPORTUNITY ORIENTED PROGRAMS IN APPALACHIA REGIONAL SCHOOL DISTRICTS, AND EXPLANATIONS OF NEW CONCEPTS BEING USED IN TEACHER TRAINING PROGRAMS IN REGIONAL COLLEGES. REACTIONS AND COMMENTS OF PARTICIPANTS IN A POLITICAL DISCUSSION SESSION, SUGGESTIONS FOR GREATER COMMUNITY INVOLVEMENT, AND A DISCUSSION OF THE STATE LEADERSHIP ROLE NECESSARY IN EDUCATION ARE ALSO GIVEN. A BRIEF SUMMARY OF FEDERAL SUPPORT AVAILABLE TO APPALACHIA'S SCHOOLS IS PRESENTED. (EV)

ED032159 RC003596
DIRECTORY OF CONSULTANTS ON MIGRANT EDUCATION, NATIONAL AND STATE LISTS FOR MIGRANT EDUCATION PROGRAMS UNDER TITLE I, ELEMENTARY AND SECONDARY EDUCATION ACT, PUBLIC LAW 89-10, AS AMENDED. AUG 69, 94P.

STATE AND NATIONAL CONSULTANTS FOR THE MIGRANT EDUCATION PROGRAMS UNDER TITLE I, ELEMENTARY AND SECONDARY EDUCATION ACT, ARE AVAILABLE AS RESOURCE PERSONNEL TO ASSIST STATE OR LOCAL AGENCIES IN THE DEVELOPMENT OF EDUCATIONAL PLANS AND PROGRAMS, BOTH SHORT AND LONG RANGE, FOR CHILDREN OF MIGRATORY AGRICULTURAL WORKERS. INFORMATION IS GIVEN ON HOW TO OBTAIN THE SERVICES OF THE CONSULTANTS. STATE CONSULTANTS AND COORDINATORS ARE LISTED, ALPHABETICALLY BY STATES, AND NATIONAL CONSULTANTS ALPHABETICALLY BY LAST NAME. AREAS OF SPECIALIZATION ARE INDICATED NEXT TO THE NAME AND ADDRESS OF EACH CONSULTANT. (DB)

ED032186 RC003659
INDIAN EDUCATION PROGRAM. ANNUAL REPORT, 1968-1969, TO UNITED STATES BUREAU OF INDIAN AFFAIRS. AUG 69, 39P.
HC NOT AVAILABLE FROM EDRS.

THE ALLOCATION AND EXPENDITURE OF THE JOHNSON-O'MALLEY ACT FUNDS BY THE INDIAN EDUCATION PROGRAM, STATE OF NEVADA, DEPARTMENT OF EDUCATION IS PRESENTED IN THIS REPORT FOR THE FISCAL YEAR 1968-69. THE NARRATIVE PORTION OF THE REPORT LISTS THE ACTIVITIES OF THE PARTICIPATING SCHOOL DISTRICTS THAT WERE FUNDED BY TITLE I - ELEMENTARY AND SECONDARY EDUCATION ACT AND THE JOHNSON-O'MALLEY PROGRAMS. TABULAR INFORMATION IS GIVEN ON THE ENROLLMENT DISTRIBUTION OF INDIAN STUDENTS IN THE PARTICIPATING COUNTY SCHOOL DISTRICTS, ON A SURVEY TAKEN OF NEVADA INDIAN DROPOUTS, AND ON SPECIFIC FUND ALLOCATIONS AND EXPENDITURES. RELATED DOCUMENTS ARE ED 013 147 AND RC 002 619. [NOT AVAILABLE IN HARD COPY DUE TO MARGINAL LEGIBILITY OF ORIGINAL DOCUMENT.] (DK)

ED032202 RE001863
THE IMPACT OF FEDERAL PROGRAMS ON LEARNING TO READ IN APPALACHIA. MAY 69, 26P.

FEDERAL PROGRAMS IN OPERATION IN KENTUCKY'S APPALACHIAN COUNTIES ARE BRIEFLY DISCUSSED. A COMPUTER-ASSISTED INSTRUCTION PROGRAM (TITLE III/ESEA) SERVES AS A SUPPLEMENT TO REGULAR INSTRUCTION IN 20 COUNTIES. SEVERAL TITLE I AND TITLE III CLASSROOM READING AND LIBRARY PROGRAMS PROVIDE INSTRUCTIONAL AND SUPPLEMENTARY ACTIVITY, AND TEACHER AIDE AND INSERVICE TRAINING PROGRAMS PROVIDE UPGRADED INSTRUCTION FOR BOTH TEACHERS AND STUDENTS. THERE IS A TREND TOWARD THE FIELDS OF CHILD DEVELOPMENT, INQUIRY TRAINING, PROGRAMED LEARNING, AND EDUCATIONAL PSYCHOLOGY. COMMENTS BY TEACHERS, PARENTS, AND CHILDREN ATTEST TO THE SUCCESS OF SPECIFIC PROGRAMS IN CLAY, PIKE, LAWRENCE, AND FLOYD COUNTIES AND IN A NUMBER OF INDEPENDENT DISTRICTS. COMMENTS CONCERNING IMPROVEMENT IN THE QUALITY OF TEACHING AND LEARNING AND OBJECTIVES FOR CONTINUATION OF PROGRAMS COMPLETE THE REPORT. (MD)

ED032306 TE001524
LET'S RELEASE CHILDREN TO LEARN! NOV 67, 3P.

TODAY'S CLASSROOM PUPILS ARE ORIENTED TOWARD CONTENT RATHER THAN INDEPENDENT STUDY GOALS AND, CONSEQUENTLY, THEY WILL BE UNPREPARED TO FACE THE COMPLEX CHANGES IN SOCIETY OCCURRING DURING THEIR LIVES. TO RECTIFY THIS DEFICIENCY, PUPILS NEED TO LEARN THE SKILLS OF DISCOVERY. CLASSROOMS MUST BECOME CENTERS OF INTELLECTUAL FERMENT, WITH TEACHERS PROVIDING "REFERENCE, RELATED, AND MULTIMEDIA MATERIALS." THE SCHOOL LIBRARIAN SHOULD SERVE AS AN INSTRUCTIONAL MATERIALS CONSULTANT TO THE TEACHER. AS TEXTBOOKS ARE PHASED OUT, ADDITIONAL MONEY FOR A BROAD RANGE OF INSTRUCTIONAL MATERIALS WILL BECOME AVAILABLE. LONG RANGE PROGRAM BUDGETING, HOWEVER, NEEDS TO INCLUDE SUFFICIENT STATE AND FEDERAL FUNDS FOR ADDITIONAL MATERIALS AND CLERICAL HELP. WITH A SHIFT FROM CONTENT LEARNING TO PROCESS LEARNING, PUPILS CAN BE RELEASED TO BECOME SELF-EDUCATING INDIVIDUALS. (JM)

ED032645 EA002543
FINANCIAL STATUS OF THE PUBLIC SCHOOLS, 1969. 69, 74P.
HC NOT AVAILABLE FROM EDRS.

THIS REPORT PRESENTS FIGURES PORTRAYING THE STATUS OF SCHOOL FINANCE FOR THE 1968-69 SCHOOL YEAR, AND OUTLINES THE TRENDS THAT WILL HAVE SOME IMPACT ON SCHOOL FINANCE IN THE NEAR FUTURE. AMONG THE AREAS DISCUSSED ARE POPULATION AND ENROLLMENT TRENDS, STAFFING OF SCHOOLS, EXPENDITURES ON EDUCATION, AND REVENUE FOR EDUCATIONAL PURPOSES.

ED032689 EC004485
LAWS AND REGULATIONS RELATING TO EDUCATION AND HEALTH SERVICES FOR EXCEPTIONAL CHILDREN IN CALIFORNIA. 69, 256P.

A COMPILATION OF LAWS AND REGULATIONS PERTAINING TO THE PROVISIONS OF EDUCATION FOR EXCEPTIONAL CHILDREN INCLUDES MEASURES PASSED IN THE FOLLOWING AREAS: GENERAL PROVISIONS AND ORGANIZATIONAL STRUCTURE OF THE PUBLIC SCHOOL SYSTEM

ED032724 EF003471
CAPITAL PROGRAM, SCHOOL DISTRICT OF PHILADELPHIA: JULY 1, 1968 TO JUNE 30, 1974. 27 MAY 68, 112P.

THIS REPORT PRESENTS THE SCHOOL DISTRICT OF PHILADELPHIA'S LONG-RANGE PLAN FOR SCHOOL FACILITIES AND, BASED UPON IT, A CAPITAL PROGRAM FOR THE YEARS 1969 THROUGH 1974. THE PLAN FOR SCHOOL FACILITIES IS PRECEDED BY A SUMMARY OF PRESENT FACILITY CONDITIONS AND A CONSIDERATION OF INDICATED NEEDS FOR EXPANSION. GENERAL FISCAL POLICIES, A TOTAL PROGRAM SUMMARY, TARGETS FOR ACCOMPLISHMENT, PROJECT DESCRIPTIONS, AND THE 1969 CAPITAL BUDGET ARE PRESENTED IN THE CAPITAL PROGRAM. PHOTOGRAPHS AND GRAPHIC ILLUSTRATIONS ARE INCLUDED. (FS)

ED032729 EF003524
DEVELOPMENT OF A CAPITAL ALLOCATIONS FORMULA. THOMPSON, I.; AND OTHERS., [69], 33P.

A DESCRIPTION IS PRESENTED OF THE PRESENT STATE OF DEVELOPMENT OF A CAPITAL ALLOCATIONS FORMULA FOR GENERAL BUILDING PROJECT COSTS AT THE UNIVERSITY OF TORONTO. THE FIRST PART OF THE PAPER IS DEVOTED TO A DISCUSSION OF THE OBJECTIVES AND APPLICATION OF THE FORMULA IN ITS PRESENT STATE. A DETAILED DESCRIPTION OF THE AVAILABLE DATA AND THE DERIVATION OF THE PROPOSED FORMULA IS PRESENTED IN THE APPENDIX. (FS)

ED032736 EF003562
GUIDELINES FOR SCHOOL PLANNING AND CONSTRUCTION. A HANDBOOK FOR SCHOOL BUSINESS OFFICIALS. 68, 92P.

A HANDBOOK OF GUIDELINES IS PRESENTED FOR SCHOOL BUSINESS OFFICIALS WHO ARE CONCERNED WITH SCHOOLHOUSE PLANNING AND CONSTRUCTION. IN THIS RESEARCH HANDBOOK, SEVERAL CONTRIBUTING AUTHORS PRESENT ANALYSES AND GUIDANCE WITH REGARD TO: (1) THE NEED FOR CAREFUL STUDY IN SELECTING, ACQUIRING, DEVELOPING, AND UTILIZING SCHOOL SITES, (2) SELECTION OF, AND WORK WITH, ARCHITECTS, (3) CONSIDERATIONS OF THE TOTAL SCHOOL ENVIRONMENT, (4) ANALYSIS OF GUARANTEES, WARRANTIES, AND CONSTRUCTION BONDS, (5) CONSIDERATION OF THE CRITICAL PATH METHOD, (6) SELECTION AND PURCHASE OF EQUIPMENT, (7) SUPERVISION AND INSPECTION OF BUILDING CONSTRUCTION, AND (8) MANAGEMENT OF SCHOOL PLANT MAINTENANCE. (FS)

ED032737 EF003570
CONDENSED TASK REPORT ON PROGRAMS TO FINANCE OHIO'S SCHOOL FACILITIES TO OHIO DEPARTMENT OF EDUCATION. BROWN, LINDA; AND OTHERS, NOV 68, 43P.

THE AREAS OF (1) FACILITIES PLANNING AND PROGRAMMING, AND (2) FACILITY FINANCING ARE EXAMINED WITH REGARD TO THEIR POTENTIAL FOR IMPROVED EDUCATIONAL INNOVATION. IN THE FIRST AREA, THE REPORT DEALS WITH THE WAYS IN WHICH LOCAL FACILITIES PLANNING CAN BE IMPROVED THROUGH BOTH LOCAL ACTION AND INCREASED LEADERSHIP BY THE OHIO DEPARTMENT OF EDUCATION. IN THE SECOND AREA, THE REPORT DEALS WITH THE PRESENT STATE PROGRAM FOR SCHOOL BUILDINGS IN OHIO, AND WAYS IN WHICH THAT PROGRAM MAY BE IMPROVED. FOLLOWING A DESCRIPTION OF THE CURRENT BUILDINGS SITUATION, NEEDS FOR STATE ACTION ARE DISCUSSED. THIS IS DONE BY CONSIDERING THE OHIO DEPARTMENT OF EDUCATION'S OBJECTIVES AND IDENTIFYING ANY GAPS THAT EXIST BETWEEN THESE OBJECTIVES AND CURRENT PERFORMANCE IN THE SCHOOL FACILITIES AREA. EVALUATIONS ARE PRESENTED OF BOTH SHORT-RUN AND LONG-RUN ALTERNATIVES TO SCHOOL FACILITY FINANCING PROGRAMS. (FS)

ED032738 EF003647
DISTRIBUTION OF SCHOOL FACILITIES. SOUTHERN PART OF MOORE COUNTY, NORTH CAROLINA. FEB 65, 40P.

A REPORT AND RECOMMENDATIONS ARE PRESENTED CONCERNED WITH THE DISTRIBUTION OF PUBLIC SCHOOL FACILITIES IN MOORE COUNTY, NORTH CAROLINA AND THE POSSIBLE METHODS OF DISTRICT ORGANIZATION FOR THE MOST EFFICIENT OPERATION OF SUCH FACILITIES. THE NATURE OF THE EDUCATIONAL SERVICES OF THE SCHOOL SYSTEMS IS EXAMINED

ED032740 EF003690
[DOES COMBINED OCCUPANCY SPACE WORK?] 7 OCT 69, 4P.

THE NEW YORK EDUCATIONAL CONSTRUCTION FUND, CREATED IN 1966 TO CARRY OUT AN IMAGINATIVE NEW PROGRAM OF URBAN DEVELOPMENT BY CONSTRUCTING PUBLIC SCHOOLS AS PART OF MULTIPLE USE STRUCTURES, MAXIMIZES THE USE OF LAND BY DEVELOPING SCHOOL SITES FOR RESIDENTIAL AND COMMERCIAL CONSTRUCTION, USING AIR RIGHTS OVER THE SCHOOLS. IT RAISES FUNDS BY SELLING TAX EXEMPT BONDS AND NOTES. THE FUND IS AUTHORIZED TO RECEIVE PAYMENTS FOR AIR RIGHTS PLUS PAYMENTS IN LIEU OF TAXES ARE USED TO RETIRE BONDS. MULTI-USE BUILDINGS ADD A NEW DIMENSION TO COMMUNITY DEVELOPMENT, LEADING TO A GREATER IDENTIFICATION AMONG SCHOOL, HOME, AND BUSINESS. IN ADDITION THE SIZES OF NEW SCHOOLS CAN BE ECONOMICALLY REDUCED, CREATING A MORE PERSONAL ATMOSPHERE. (NI)

ED032757 EM007258
TESTING AND FURTHER DEVELOPMENT OF AN OPERATIONAL MODEL FOR THE EVALUATION OF ALTERNATIVE TITLE I (ESEA) PROJECTS. 68, 222P.
HC NOT AVAILABLE FROM EDRS.

THE OFFICE OF EDUCATION COST EFFECTIVENESS MODEL (OECE), DEVELOPED IN THIS PROJECT TO BE COMPUTER PROGRAMED IN A TIME-SHARING COMPUTER LANGUAGE, ENABLED EDUCATORS TO COMPARE PROPOSALS FOR COMPENSATORY EDUCATION AND TO EXAMINE THE LONG-RANGE RESULTS OF PROPOSED AND EXISTING PROGRAMS. IT IS BASED ON TWO MAIN HYPOTHESES--BOLSTERED BY A NUMBER OF OTHER ASSUMPTIONS: THAT THE IMPEDANCE OF STUDENTS TO LEARNING WILL GO DOWN AS THE QUALITY AND QUANTITY OF PERSONAL SERVICES PROVIDED BY THE SCHOOL GO UP

ED032763 EM007337
INSTRUCTIONAL TECHNOLOGY KNIRK, FREDERICK G., ED.; CHILDS, JOHN W., ED., 68, 300P.
DOCUMENT NOT AVAILABLE FROM EDRS.

A SET OF 31 ARTICLES HAS BEEN ORGANIZED TO PROVIDE A BASIS FOR UNDERSTANDING INSTRUCTIONAL TECHNOLOGY--THE USE OF INSTRUCTIONAL METHODS AS THEY ARE INTEGRATED INTO THE TOTAL PROGRAM SYSTEM.

ED032768 EM007369
A REVIEW OF EDUCATIONAL APPLICATIONS OF THE COMPUTER, INCLUDING THOSE IN INSTRUCTION, ADMINISTRATION AND GUIDANCE. A SERIES TWO PAPER FROM ERIC AT STANFORD. AUG 69, 13P.

THE EDUCATIONAL APPLICATIONS OF COMPUTERS FOR INSTRUCTION, ADMINISTRATION, AND VOCATIONAL GUIDANCE ARE HEREIN REVIEWED. REPORTS ON RECENT TRENDS IN COMPUTER-ASSISTED INSTRUCTION AND COMPUTER-MANAGED INSTRUCTION TOWARD FORMING BEHAVIORAL OBJECTIVES AND REDUCING LEARNING TIME AND IMPLEMENTATION COSTS PROVIDE AN INTRODUCTION FOR A DESCRIPTION OF THE OFFICE OF EDUCATION'S PROPOSED PROGRAM, A COMPUTER UTILITY FOR EDUCATIONAL SYSTEMS (CUES). THE CUES PROGRAM

ED032786 EM007470
ESTABLISHING AN EDUCATIONAL DATA PROCESSING CENTER. AUTOMATION EDUCATION MONOGRAPH SERIES. FOLEY, J. W.; AND OTHERS, 69, 88P.
DOCUMENT NOT AVAILABLE FROM EDRS.

TWO REGIONAL EDUCATIONAL DATA PROCESSING CENTERS, OPERATING IN THE FIELD OF SCHOOL PLANNING AND SERVICES, ARE DESCRIBED IN DETAIL AND USED AS EXAMPLES TO AID IN ESTABLISHING SIMILAR INFORMATION SYSTEMS. INSTRUCTIONS FOR CREATING A CENTER ARE OFFERED IN GENERAL: DEVELOPING AN EVENT CHART AND DEFINING OBJECTIVES, SCOPE, STAFF CHARACTERISTICS, EXPENSES, AND EVALUATION METHODS. MORE DETAILED INFORMATION IS OFFERED FOR PLANNING THE CENTERS (INCLUDING SOURCES OF INFORMATION, FINANCIAL PLANNING, AND PROCEDURES)

ED032791 EM007478
THE ELECTRONIC REVOLUTION IN THE CLASSROOM: PROMISE OR THREAT? HECHINGER, FRED M.; AND OTHERS, MAR 68, 37P.

THREE AUTHORITIES IN THE FIELD OF EDUCATION OFFER THEIR VIEWS ON THE TECHNOLOGICAL REVOLUTION IN INSTRUCTIONAL MATERIALS. FRED HECHINGER, EDUCATION EDITOR OF THE NEW YORK TIMES, DISCUSSES THE RANGE OF DEVICES AVAILABLE, FROM FILM STRIPS TO COMPUTERS. HE FEELS THAT INDUSTRY IS OVERSOLD ON THE FUTURE OF EDUCATIONAL TECHNOLOGY, BOTH BECAUSE OF THE GENERALLY CONSERVATIVE VIEWS OF EDUCATORS AND THE MISUNDERSTANDINGS PREVALENT ABOUT THE PROCESS OF EDUCATION. JOHN HENRY MARTIN, SENIOR VICE-PRESIDENT OF RESPONSIVE ENVIRONMENTS COOPORATION, DESIGNATES AMERICAN EDUCATION, PARTICULARLY URBAN EDUCATION, A COMPLETE FAILURE. HE CITES THE BENEFITS TO BE GAINED FROM APPLYING DOLLAR VALUE PRODUCTIVITY MEASURES TO THE ACQUISITION OF INSTRUCTIONAL MATERIALS AND MEDIA. WHAT IS NEEDED IS A BETTER UNDERSTANDING OF THE PROCESS OF LEARNING ITSELF, AND AN APPLICATION OF THAT UNDERSTANDING TO MEDIA DEVELOPMENT AND USE. LOUIS B. WRIGHT, DIRECTOR OF THE FOLGER SHAKESPEARE LIBRARY, TAKES A SOCIAL HISTORIAN'S VIEWPOINT OF THE PROCESS OF EDUCATION. HE FEELS THAT THE TECHNOLOGICAL REVOLUTION HAS NOT YET FACED THE UNCHANGING CHARACTER OF HUMAN NATURE. THE CONTROL AND MANIPULATION OF TECHNOLOGY FOR HUMANE ENDS, HE CONCLUDES, IS A GREAT CHALLENGE. (JY)

ED032953 RC003668
STATISTICS CONCERNING INDIAN EDUCATION, FISCAL YEAR 1968. 69, 45P.
HC NOT AVAILABLE FROM EDRS.

STATISTICS CONCERNING INDIAN EDUCATION FOR THE FISCAL YEAR 1968 ARE PROVIDED BY THE BUREAU OF INDIAN AFFAIRS (BIA) WHICH HAD DIRECT RESPONSIBILITY FOR THE 55,799 CHILDREN ENROLLED IN FEDERAL SCHOOLS AND HOUSED IN FEDERAL DORMITORIES. THE BIA HAD PARTIAL FINANCIAL RESPONSIBILITY FOR APPROXIMATELY 2/3 OF THOSE ENROLLED IN PUBLIC SCHOOLS. INCLUDED IN THE STATISTICAL BREAKDOWN ARE SCHOOL CENSUS, ENROLLMENT AND AVERAGE DAILY ATTENDANCE (ADA) BY AREA AND AGENCY

ED032967 RC003699
EDUCATING THE CULTURALLY DISADVANTAGED CHILD IN CHAUTAUQUA AND CATTARAUGUS COUNTIES, NEW YORK. TONELLO, FRANCIS V., ED.; ALILUNAS, LEO J., ED., JUL 69, 152P.

THIS COLLECTION OF ARTICLES, WRITTEN BY ADMINISTRATORS AND TEACHERS IN THE SMALL CITY AND RURAL SCHOOL DISTRICTS OF CHAUTAUQUA AND CATTARAUGUS COUNTIES, NEW YORK, DEALS WITH THE EDUCATION OF CULTURALLY DISADVANTAGED WHITE, NEGRO, PUERTO RICAN, INDIAN, AND MIGRANT YOUTH. PROGRAMS DEVELOPED BY THE SCHOOLS WITH THE AID OF FEDERAL FUNDS PROVIDING SPECIAL AID FOR ALL MENTALLY, EMOTIONALLY, AND PHYSICALLY HANDICAPPED CHILDREN ARE DISCUSSED.

ED032972 RC003713
TEXAS LABOR MOBILITY, EXPERIMENTAL AND DEMONSTRATION PROJECT. FINAL REPORT. APR 69, 191P.
HC NOT AVAILABLE FROM EDRS.

THE TEXAS LABOR MOBILITY PROJECT'S PURPOSE WAS TO DEMONSTRATE THE EFFECTIVENESS OF USING FINANCIAL ASSISTANCE TO CREATE STABILITY IN MIGRANT WORKERS AND TO REDUCE UNEMPLOYMENT. THE PROGRAM WAS DESIGNED AS A RESEARCH PROJECT TO GATHER INFORMATION ABOUT ALL PHASES OF THE MOBILITY PROJECT. THIS WAS HANDLED THROUGH THE TEXAS EMPLOYMENT COMMISSION. IN RECRUITING FOR THE PROJECT, APPLICANTS FOUND IN THE ACTIVE FILES OF THE SUPPLY AREA TEXAS EMPLOYMENT COMMISSION OFFICES WERE GIVEN FIRST CONSIDERATION. APPLICANTS WERE CAREFULLY SCREENED TO MEET ELIGIBILITY CRITERIA AND HAD TO REASSESS THEIR INTEREST IN RELOCATING. JOB DEVELOPMENT WAS CONDUCTED WITH THE REALIZATION THAT THERE WAS A LARGE SURPLUS OF UNEMPLOYED MANPOWER IN ALL OF THE SUPPLY AREAS. INTERESTED COMPANIES FROM DIFFERENT AREAS OF TEXAS WERE LISTED WITH PAY RATE AND JOB TYPES. THE MAJOR ROLE OF THE TEXAS EMPLOYMENT COMMISSION WAS LOCATING SUITABLE HOUSING FOR THE RELOCATED FAMILIES. HOUSING, WORK, AND PERSONAL PROBLEMS CAUSED MOST OF THE ADJUSTMENT PROBLEMS. IT WAS CONCLUDED THAT THE LABOR MOBILITY IS A FEASIBLE AND PRACTICAL IMPLEMENT TO (1) ASSIST IN ALLEVIATING CONDITIONS OF LABOR SURPLUS AND LABOR SHORTAGE, AND (2) AFFORD OPPORTUNITY FOR SOCIAL ADVANCEMENT OF DISADVANTAGED PEOPLE. THE APPENDICES INCLUDE FORMS USED, STATISTICS, AND CASE HISTORIES. [NOT AVAILABLE IN HARD COPY DUE TO MARGINAL LEGIBILITY OF ORIGINAL DOCUMENT.] (CM)

ED032983 RC003739
A HISTORY OF CHILOCCO INDIAN SCHOOL. 63, 136P.
DOCUMENT NOT AVAILABLE FROM EDRS.

A HISTORICAL DEVELOPMENT OF THE CHILOCCO INDIAN SCHOOL, CHILOCCO, OKLAHOMA, IS PRESENTED IN THIS MASTER'S THESIS. THREE PERIODS WERE CHOSEN TO DEVELOP THE HISTORY OF THE SCHOOL: THE CRITICAL PERIOD (1884-1902), THE MIDDLE PERIOD (1902-1926), AND THE RECENT PERIOD (1926-1956).

ED032991 RC003749
SYSTEM ANALYSIS, PROGRAM DEVELOPMENT, AND COST-EFFECTIVENESS MODELING OF INDIAN EDUCATION FOR THE BUREAU OF INDIAN AFFAIRS. VOLUME II, EDUCATION SYSTEMS ANALYSIS & PROGRAMS DEVELOPMENT. [69], 219P.

THE GENERAL OBJECTIVE OF THE ANALYSIS OF THE BUREAU OF INDIAN AFFAIRS (BIA) EDUCATION SYSTEM IS THE IDENTIFICATION AND DEFINITION OF THE PRINCIPAL PROBLEMS IN THE SYSTEM, SO THAT PROGRAMS TO ALLEVIATE THEM MAY BE PLANNED, DEVELOPED, TESTED, AND IMPLEMENTED. THIS VOLUME OF THE ANALYSIS PRESENTS A SYSTEMS ANALYSIS OF INDIAN EDUCATION IN THE BIA SCHOOLS. OBJECTIVES, METHODOLOGY, AND FINDINGS ARE PRESENTED RELATIVE TO EDUCATION AND THE INTERACTION OF ECONOMIC FACTORS AND THE COMMUNITY WITH EDUCATION. FOLLOWING THE ABOVE PRESENTATION ALTERNATIVE PLANS AND PROGRAMS AND PRESENTED RELATIVE TO THE FINDINGS OF THE ANALYSIS. THE FILMS "PROBLEMS OF AMERICAN EDUCATION" AND "ALTERNATIVES FOR AMERICAN INDIAN EDUCATION" WERE DEVELOPED CONCURRENT TO AND IN CONJUNCTION WITH THIS DOCUMENT AND WERE DESIGNED TO GIVE VISUAL AND AUDITORY SUPPORT TO THE FINDINGS OF THE STUDY. RELATED DOCUMENTS ARE RC 003 750, RC 003 751, AND RC 003 752. (DK)

ED032992 RC003750
SYSTEM ANALYSIS, PROGRAM DEVELOPMENT, AND COST-EFFECTIVENESS MODELING OF INDIAN EDUCATION FOR THE BUREAU OF INDIAN AFFAIRS. VOLUME III, PLANNING AND COST-EFFECTIVENESS MODELING FOR BIA SCHOOLS. [69], 227P.
HC NOT AVAILABLE FROM EDRS.

NINE MODELS DEVELOPED PRINCIPALLY FOR USE AT THE CENTRAL LEVEL OF THE BUREAU OF INDIAN AFFAIRS IN EVALUATING THE COSTS AND COST-EFFECTIVENESS OF ALTERNATIVE POLICIES AND PROGRAMS ARE DESCRIBED IN THIS DOCUMENT. THE 9 MODELS ARE: (1) POPULATION PROJECTION MODEL, (2) ENROLLMENT PROJECTION MODEL, (3) FACILITIES PLANNING MODEL, (4) ECONOMIC PROJECTION MODEL, (5) FACILITIES LOCATION MODEL, (6) PERSONNEL PROJECTION MODEL, (7) EQUIPMENT PROJECTION MODEL, (8) FINANCE MANAGEMENT INFORMATION SYSTEM MODEL, AND (9) SCHOOL INVESTMENT MODEL. THE FUNCTION OF THE MODELS IS TO ASSEMBLE DATA IN FORMATS USEFUL TO PLANNERS. THEY ARE DESIGNED TO BE PROGRAMMED ON COMPUTERS, AND THEIR DESCRIPTIONS ARE AN AID FOR COMPUTER PROGRAMMERS. FOR EACH MODEL DESCRIPTIONS INCLUDE A DISCUSSION OF MODEL OBJECTIVES, INPUTS, PROCESS, AND OUTPUT. FLOW CHARTS FOR THE VARIOUS MODELS ARE ALSO INCLUDED. RELATED DOCUMENTS ARE RC 003 749, RC 003 751, AND RC 003 752. [NOT AVAILABLE IN HARD COPY DUE TO MARGINAL LEGIBILITY OF ORIGINAL DOCUMENT.] (SW)

ED032993 RC003751
SYSTEM ANALYSIS, PROGRAM DEVELOPMENT, AND COST-EFFECTIVENESS MODELING OF INDIAN EDUCATION FOR THE BUREAU OF INDIAN AFFAIRS. VOLUME IV, INTERNAL SCHOOL MODELS. [69], 275P.

MODELS FOR PLANNED CHANGES IN SCHOOLS ARE PRESENTED IN THIS DOCUMENT AND ARE AIMED AT INCREASING STUDENT ACHIEVEMENT AND SATISFACTION. FOLLOWING A BRIEF INTRODUCTION WHICH HIGHLIGHTS A CHALLENGE FOR EFFECTIVE CHANGE AND SOME SUGGESTED PROCEDURES FOR IMPLEMENTING THE MODELS, EACH MODEL IS PRESENTED IN DETAIL. THE FOUR MODELS ARE: (1) THE SCHOOL PROCESS MODEL, (2) THE TEACHER EVALUATION MODEL, (3) THE CURRICULUM EVALUATION MODEL, AND (4) THE INSTRUCTIONAL PROCESS MODEL. THE MODELS ARE COMPLETE AND SHOW ALL PHASES AND RELATED MATERIALS FOR EACH. INCLUDED ARE FLOW CHARTS WITHIN THE MODELS PLUS A CHART SHOWING THE WORKING RELATIONSHIP OF THE MODELS TO EACH OTHER AND THEIR RELATIONSHIP TO THE ENTIRE ELEMENTARY AND SECONDARY SCHOOL PROGRAM. RELATED DOCUMENTS ARE RC 003 749, RC 003 750, AND RC 003 752. (DB)

ED032995 RC003754
INDIAN EDUCATION IN MAINE. NOV 69, 6P.

THE MAINE DEPARTMENT OF EDUCATION ASSUMED THE RESPONSIBILITY FOR THE EDUCATION OF INDIAN CHILDREN LIVING ON INDIAN RESERVATIONS ON JULY 1, 1966. THIS REPORT PROVIDES INFORMATION ON THE PRESENT STATUS OF THE PROGRAM. INFORMATION IS PROVIDED ON NUMBER OF SCHOOLS, SCHOOL ENROLLMENT FOR THE 1969-1970 SCHOOL YEAR, CHARACTERISTICS OF THE TEACHING STAFF, EDUCATIONAL IMPROVEMENTS OVER THE PAST 3 YEARS, SPECIAL PROGRAMS IN OPERATION, LEGISLATION EFFECTING THE FINANCIAL PROGRAM, AND HIGHER EDUCATION OPPORTUNITIES FOR INDIAN STUDENTS. (SW)

ED033124 TE001552
INTERDISCIPLINARY ARTS AND HUMANITIES PROGRAMS AND CULTURAL CENTERS FOR ELEMENTARY SCHOOLS, TITLE III. FINAL REPORT. AUG 69. 272P.

THIS STUDY, FUNDED UNDER AN ESEA TITLE III GRANT, EVALUATES THE CURRENT PRACTICES AND PROBLEMS OF INTERDISCIPLINARY ARTS AND HUMANITIES PROGRAMS IN THE ELEMENTARY SCHOOL. INVOLVED IN THE STUDY WERE ALL TITLE III ARTS AND HUMANITIES AND PACE PROGRAMS, SELECTED EDUCATORS INFLUENTIAL IN THE DEVELOPMENT OF INTERDISCIPLINARY STUDIES, AND SELECTED ELEMENTARY SCHOOL PROGRAMS NOT FUNDED UNDER TITLE III. INFORMATION WAS OBTAINED FROM LITERATURE OF THE PROGRAMS, OBSERVATIONS OF THE PROJECTS, INTERVIEWS, PERSONAL CORRESPONDENCE, AND QUESTIONNAIRES. THE ROLE THAT HIGHER EDUCATION PLAYED IN INNOVATIVE INTERDISCIPLINARY PROGRAMS WAS PARTICULARLY NOTED.

ED033161 UD008789
A HISTORY OF FEDERAL AID TO EDUCATION, 1785-1965. 65, 44P.

THE INTRODUCTION TO THIS HISTORICAL SURVEY NOTES THAT THE FEDERAL EDUCATIONAL LEGISLATION OF 1965--THE ELEMENTARY AND SECONDARY EDUCATION ACT AND THE HIGHER EDUCATION ACT--DID NOT IN FACT REPRESENT THE KIND OF "BREAKTHROUGH" CLAIMED FOR THESE TWO MEASURES. THE FEDERAL GOVERNMENT HAD BEEN INVOLVED IN EDUCATIONAL LEGISLATION EVEN BEFORE THE MORRILL ACT OF 1862 WHICH ESTABLISHED THE LAND GRANT COLLEGES. MOREOVER, THE ACTS OF 1965 WERE NOT EVEN A "CONCEPTUAL BREAKTHROUGH," FOR FEDERAL AID BEGAN IN THE EARLY YEARS OF THE NATION. THE DOCUMENT PRESENTS MATERIAL ON FEDERAL AID BEFORE AND AFTER 1860. (NH)

ED033183 UD009157
SCHOOLS OF THE URBAN CRISIS. TASK FORCE ON URBAN EDUCATION REPORT. 69, 66P.
HC NOT AVAILABLE FROM EDRS.

THE BROAD OUTLINES OF THE RECOMMENDATIONS FOR DEALING WITH THE URBAN SCHOOL CRISIS PRESENTED BY THE NATIONAL EDUCATIONAL ASSOCIATION (NEA) TASK FORCE PROJECT ARE DECENTRALIZATION AND REORGANIZATION INVOLVING BOTH PARENTS AND EDUCATORS IN DECISION MAKING PROCESSES

ED033184 UD009160
NEW IDEAS IN MICHIGAN EDUCATION APR 69, 30P.
EDRS PRICE MF-$0.25 HC-$1.60

THIS DOCUMENT PROVIDES SUMMARY DESCRIPTIONS OF A DOZEN ESEA TITLE III PROGRAMS USING BEHAVIOR CONTROL TECHNIQUES ON VARIOUS POPULATIONS OF SCHOOL-AGE YOUTH, FOR DIFFERENT OBJECTIVES. EACH PROGRAM SUMMARY GIVES THE TITLE, POPULATION SERVED, APPROXIMATE ANNUAL COST, PROCEDURES, A BRIEF EVALUATION, AND WHOM TO CONTACT FOR FURTHER INFORMATION. (EM)

ED033212 VT009245
THE MISSION OF MANPOWER POLICY. STUDIES IN EMPLOYMENT AND UNEMPLOYMENT. APR 69, 135P.

THE RATIONALE FOR PRESENT MANPOWER PROGRAMS AND ITS UTILITY FOR FUTURE MANPOWER POLICY ARE DISCUSSED. THE APPROACH FOCUSES ATTENTION ON SUCH QUESTIONS AS THE FOLLOWING: DOES THE PRESENT DE FACTO MEANING OF MANPOWER POLICY, WHICH IS IMPLICIT IN WHAT IS NOW BEING ATTEMPTED IN THE SO-CALLED "MANPOWER PROGRAMS," EXHAUST THE POTENTIAL OPERATIONAL MEANING OF THAT POLICY? IS THERE A MORE COMPREHENSIVE AND BASIC MEANING WHICH CAN GOVERN THE CURRENT AND FUTURE DEVELOPMENT OF PROGRAMS, A DEVELOPMENT WHICH IS ORIENTED TOWARD THE NATION'S TOTAL MANPOWER PROBLEMS, OF WHICH THAT CONCERNING THE DISADVANTAGED IS ONLY A PART? INDEED, IS CONCENTRATION ON THE MEANING OF MANPOWER POLICY IMPLICIT IN THE PRESENT PROGRAMS INHIBITING THE REALIZATION OF THAT MORE COMPREHENSIVE AND BASIC CONCEPT OF MANPOWER POLICY WHICH COULD GIVE DIRECTION TO GOVERNMENT ACTION IN THIS AREA? THESE PROBLEMS ARE RELATED TO THE MAINTENANCE OF RESOURCES (BOTH SUPPLY AND DEMAND) AND THE PROCESSES OF A SYSTEM OF PARTICULARIZED EMPLOYMENT, WHICH IS THE FOUNDATION NOT ONLY FOR THE ECONOMIC AND SOCIAL WELL BEING OF ALL WORKERS, BUT ALSO FOR THE ECONOMIC AND SOCIALIST ABILITY AND PROGRESS OF THE NATION. (AUTHOR/CH)

ED033236 VT009562
UTAH PROJECT "FOLLOW-UP." INTERIM REPORT. JUN 69, 33P.
HC NOT AVAILABLE FROM EDRS.

PROCEDURES AND MACHINERY WERE DEVELOPED FOR A STATEWIDE, 5-YEAR FOLLOW-UP OF HIGH SCHOOL AND POST-SECONDARY VOCATIONAL STUDENTS FOR QUALITY AND COST EFFECTIVENESS ANALYSIS PURPOSES. THE SYSTEM CALLS FOR SPECIFIC INFORMATION ABOUT THE STUDENT TO BE GATHERED WHILE HE IS IN SCHOOL BY MEANS OF A STUDENT EXIT FORM. INFORMATION IS ACCUMULATED ON MAGNETIC COMPUTER TAPE, AND AFTER THE STUDENT LEAVES SCHOOL (GRADUATES OR DROPS OUT), HE IS SENT A MAIL-OUT QUESTIONNAIRE DESIGNED TO GATHER INFORMATION ABOUT WHAT THE STUDENT DOES AFTER LEAVING SCHOOL. STUDENTS RECEIVE A QUESTIONNAIRE ONCE EACH YEAR FOR 5 YEARS AFTER LEAVING SCHOOL. EXIT FORMS WERE UTILIZED FOR THE FIRST TIME DURING THE 1967-68 SCHOOL YEAR AND MAIL-OUT QUESTIONNAIRES WERE SENT TO 1968 GRADUATES AND TO DROPOUTS IN SEPTEMBER 1968. ALTHOUGH PROBLEMS AROSE IN PROCEDURES, DATA ACCUMULATION, AND REPORTS, THE BASIC SYSTEM HAS BEEN DEVELOPED, IS CONSIDERED FUNCTIONAL, AND IS RECOMMENDED FOR CONTINUATION. (NOT AVAILABLE IN HARD COPY DUE TO MARGINAL LEGIBILITY OF ORIGINAL DOCUMENT.) (CH)

ED033238 VT009564
NATIONAL ADVISORY COUNCIL ON VOCATIONAL EDUCATION. FIRST ANNUAL REPORT. 15 JUL 69, 7P.

RACIAL UNREST, VIOLENCE, AND UNEMPLOYMENT OF YOUTH HAVE THEIR ROOTS IN AN INADEQUATE EDUCATION. EACH YEAR 750,000 PEOPLE ENTER THE JOB MARKET WITHOUT THE NECESSARY SKILLS AND ATTITUDES FOR EMPLOYMENT.

ED033240 VT009575
VOCATIONAL AND TECHNICAL EDUCATION. ANNUAL REPORT, FISCAL YEAR 1967. MAY 69, 174P.
HC NOT AVAILABLE FROM EDRS.

THIS REPORT COVERS THE 3RD YEAR IN WHICH VOCATIONAL PROGRAMS AND RELATED ACTIVITIES WERE SUPPORTED BY THE VOCATIONAL EDUCATION ACT OF 1963. A PROGRAM OVERVIEW PRESENTS VOCATIONAL EDUCATION, WITH A FISCAL 1967 ENROLLMENT OF 7,047,501 PERSONS, AS THE LARGEST COMPONENT IN THE NATION'S ARRAY OF ORGANIZED EFFORTS TO REDUCE UNEMPLOYMENT AND ELIMINATE OCCUPATIONAL SHORTAGES. VOCATIONAL EDUCATION SERVED ALMOST ONE MILLION MORE PERSONS IN 1967 THAN IN 1966. EVERY OCCUPATIONAL AREA SHOWED AN INCREASE IN TOTAL ENROLLMENT. APPROXIMATELY 95 PERCENT OF THOSE COMPLETING VOCATIONAL PROGRAMS AND AVAILABLE FOR PLACEMENT FOUND EMPLOYMENT. ANCILLARY SERVICES WERE SUPPORTED AS ESSENTIAL ELEMENTS TO THE FURTHER DEVELOPMENT OF VOCATIONAL EDUCATION. EFFORTS IN THE AREAS OF PROGRAM MANAGEMENT, PLANNING, AND BUDGETING INDICATE A TREND TOWARD CLOSER COORDINATION AND CONTROL OF VOCATIONAL EDUCATION PROGRAMS. APPENDIXES INCLUDE 77 TABLES DESCRIBING ADMINISTRATIVE, FISCAL, AND PRO-

GRAM DEVELOPMENT ACTIVITIES. ANNUAL REPORTS FOR 1964, 1965 AND 1966 ARE AVAILABLE AS ED 019 446, ED 025 672, AND ED 025 673 RESPECTIVELY. (CH)

ED033242 VT009584
NATIONAL INSTITUTES ON INNOVATIVE CURRICULUMS IN VOCATIONAL-TECHNICAL EDUCATION. FINAL REPORT. VOCATIONAL-INDUSTRIAL EDUCATION RESEARCH REPORT. AUG 69, 295P.

THIS DOCUMENT REPORTS ON TWO INSTITUTES DESIGNED TO COMMUNICATE NEW CONCEPTS AND PROCEDURES IN VOCATIONAL-TECHNICAL EDUCATION CURRICULUM DEVELOPMENT TO POTENTIAL CHANGE AGENTS IN THE VARIOUS STATES. FORMAL PRESENTATIONS BY 12 CONSULTANTS AND TASK FORCE ACTIVITIES CONCERNED INNOVATION IDENTIFICATION AND PROGNOSES FOR CHANGE, PLANNING STRATEGIES FOR CURRICULUM INNOVATION, CLIMATES FOR INNOVATION AND CHANGE, IMPLEMENTING AND EXPANDING INNOVATION, AND COST-BENEFITS AND EVALUATION CRITERIA. INSTITUTE EVALUATION IS DISCUSSED IN DETAIL. INSTITUTE PARTICIPANTS REPRESENTED 33 STATES. COMPLETE TEXTS OF FORMAL PRESENTATIONS ARE APPENDED. (CH)

ED033281 AC005285
A THEORETICAL STUDY OF THE DEMAND FOR EDUCATION. 68, 155P.
DOCUMENT NOT AVAILABLE FROM EDRS.

IN THIS STUDY OF THE ECONOMIC PROCESS OF EDUCATION, INDIVIDUAL ACTIVITIES REGARDING EDUCATION ARE TREATED AS A PROCESS OF OVERTIME RESOURCE ALLOCATION. THE OPTIMUM PLAN FOR RECEIVING EDUCATION IS INVESTIGATED IN TERMS OF A MATHEMATICAL MODEL, AND THE DEMAND FOR EDUCATION IS DERIVED BY EXAMINING THE EFFECTS OF CHANGES IN PARAMETERS ON THIS OPTIMUM PLAN. FIRST, A THEORY IS FORMULATED WHICH CONCENTRATES ON HOW TO SPEND ONE'S TIME BETWEEN RECEIVING EDUCATION AND ENGAGING IN WORK, AND HOW TO DIVIDE ONE'S INCOME BETWEEN PAYING FOR EDUCATION AND SAVING.

ED033399 CG004386
EDUCATIONAL INFORMATION SYSTEM REQUIREMENTS: THE NEXT TWO DECADES. LOUGHARY, JOHN W., ED.; TONDOW, MURRAY, ED., AUG 67, 138P.

IN AUGUST, 1967, A CONFERENCE WAS HELD AT THE UNIVERSITY OF OREGON TO IDENTIFY, FORECAST, AND DISCUSS THE EVOLVING REQUIREMENTS OF EDUCATIONAL INFORMATION SYSTEMS. THE GENERAL PURPOSE OF THE CONFERENCE WAS STATED AS FOLLOWS: IF CHAOS IS TO BE AVOIDED IN EDUCATIONAL SYSTEMS BY THE MID 1970'S, INTENSIVE RESEARCH DEVELOPMENT EFFORTS IN THE FIELD OF EDUCATIONAL SYSTEM REQUIREMENTS MUST BE MOUNTED. WHILE MUCH HAS BEEN WRITTEN ABOUT SYSTEMS REQUIREMENTS, THE EDUCATIONAL COMMUNITY IS IN NEED OF A SUMMARIZING STATEMENT REGARDING WHAT HAS BEEN DONE AND WHAT MOST NEEDS TO BE DONE REGARDING EDUCATIONAL INFORMATION SYSTEM REQUIREMENTS IN THE NEXT ONE TO TWO DECADES. THE GENERAL PURPOSE OF THE CONFERENCE WAS TO PRODUCE A STATEMENT, REPRESENTING THE THINKING OF A SELECT GROUP OF EDUCATORS AND INFORMATION SCIENCE SPECIALISTS REPRESENTING THE SEVERAL SECTORS OF EDUCATION. THE PAPERS IN THIS VOLUME CONSTITUTE THE BEGINNINGS OF SUCH A STATEMENT WHICH HAS SINCE SERVED AS A BASIS FOR FURTHER DIALOGUE THROUGHOUT THE COUNTRY AND ABROAD. (AUTHOR/CJ)

ED033411 CG004526
A UNIQUE APPROACH TO HIGH SCHOOL RELATIONS. MAR 69, 8P.

IT HAS BEEN OBSERVED IN TOO MANY COLLEGES THAT A PUBLIC RELATIONS OR SCHOOL RELATIONS PROGRAM WAS SUPPOSEDLY THE BUSINESS OF ALL COLLEGE PERSONNEL AND WOUND UP BEING THE BUSINESS OF NONE. SUGGESTED GUIDELINES FOR SETTING UP A SCHOOL RELATIONS PROGRAM ON A COLLEGE CAMPUS INCLUDE: (1) SUCH AN OFFICE SHOULD BE HEADED BY A DIRECTOR AND PLACED UNDER A DEAN OR VICE PRESIDENT, (2) THE OFFICE SHOULD BE A LIAISON BETWEEN THE COLLEGE AND THE HIGH SCHOOLS IT SERVES, AND (3) IT SHOULD BE AUTONOMOUS WITH GENERAL GUIDELINES. THE FACTORS WHICH CONSTITUTE A GOOD OR POOR HIGH SCHOOL-COLLEGE RELATIONS PROGRAM INCLUDE: (1) COOPERATION AND SUPPORT OF ADMINISTRATION AND FACULTY, AND (2) ADEQUATE PLANNING, STAFFING, AND FINANCING. THE BEST WAY TO IMPLEMENT SUCH A PROGRAM IS TO KNOW THE PEOPLE AND INSTITUTION INVOLVED, AND TO KNOW SOMETHING ABOUT THE HIGH SCHOOL, THE COMMUNITY, AND THE PARENTS OF THE STUDENTS. FUNCTIONS OF THE PUBLIC RELATIONS OFFICE SHOULD INCLUDE: (1) HIGH SCHOOL AND COLLEGE VISITATION, (2) PREPARATION, PRINTING, AND DISTRIBUTING NEWSLETTERS, (3) PREPARING PRESS RELEASES, AND (4) ORGANIZING AND CONDUCTING A SENIOR DAY OR COUNSELING DAY FOR SENIORS. (AUTHOR/KJ)

ED033435 EA002394
EDUCATIONAL POLICY FOR THE INNER CITY. DRAFT. NOV 67, 44P.

MOST OF THE IMPORTANT EDUCATIONAL ISSUES FOR THE COUNTRY ARE REPRESENTED IN PROBLEMS OF URBAN EDUCATION. THIS REPORT CONCENTRATES ON ONE OF THE PRACTICAL ISSUES FOR THE URBAN EDUCATION POLICY MAKER--EDUCATION POLICY FOR THE POOR MINORITY CHILD WHO LIVES IN THE INNER CITY. IT CONCERNS EDUCATIONAL POLICY FOR THE INNER CITY FOR THE NEXT 10 YEARS. THE RESULTS OF POLICY RESEARCH ON THIS ISSUE SHOULD GIVE POLICY MAKERS A BROAD PERSPECTIVE ON THE ISSUE AND OFFER A WIDE VARIETY OF PROGRAMS FROM WHICH TO SELECT. MAJOR FINDINGS ARE SUMMARIZED UNDER THREE MAIN HEADINGS: (1) EDUCATIONAL POLICY RESEARCH, (2) URBAN EDUCATION POLICY, AND (3) URBAN EDUCATION RESEARCH. THESE HEADINGS ARE A FIRST STEP TOWARD EFFECTIVE DISSEMINATION. THE BODY OF THE REPORT CONTAINS DETAILED DISCUSSION OF THESE POINTS, ORGANIZED IN THE FRAMEWORK DEVELOPED FOR THE INTERNAL TASK OF POLICY RESEARCH. (AUTHOR/DE)

ED033436 EA002470
THE SCHOOL CALENDAR DILEMMA--A SOLUTION FOR THE APPROACHING CRISIS. JUN 69, 5P.

THE RISING COSTS OF EDUCATION COULD BE REDUCED BY SUBSTITUTING A FOUR-QUARTER ROTATIONAL SCHOOL CALENDAR FOR THE TRADITIONAL SCHOOL CALENDAR. UNDER THIS SYSTEM, EACH STUDENT WOULD ATTEND THREE CONTINUOUS QUARTERS AND HAVE THE FOURTH QUARTER OFF. ONE FOURTH OF THE STUDENTS WOULD THUS BE ON VACATION EACH QUARTER, AND ONE-FOURTH LESS TEACHERS WOULD BE REQUIRED. HOWEVER, TEACHER SALARIES WOULD RISE TO COMPENSATE FOR THE 12-MONTH CONTRACTS. THE NEED FOR PHYSICAL FACILITIES WOULD FALL PROPORTIONATELY, PROVIDING AN ADDITIONAL SOURCE OF SAVINGS WHICH WOULD COUNTERACT THE TAXPAYER REBELLION THAT HAS MANIFESTED ITSELF IN REDUCED SCHOOL REVENUES. THESE SAVINGS COULD BE APPLIED TOWARD ACQUIRING INSTRUCTIONAL MATERIALS FOR INDIVIDUALIZED INSTRUCTION. SOME SOCIAL PROBLEMS CAUSED BY INACTIVE YOUTH WOULD BE REDUCED SINCE FEWER WOULD BE ON VACATION AT ONE TIME. ECONOMIC EFFICIENCY WOULD BE ENHANCED IF EMPLOYERS COULD DEPEND ON STUDENT LABOR YEAR AROUND. (LN)

ED033437 EA002492
AN ESSAY ON FEDERAL INCENTIVES AND LOCAL AND STATE EDUCATIONAL INITIATIVE. A SEARCH FOR NEW ENERGY: ESEA TITLE III. BENSON, CHARLES S.; GUTHRIE, JAMES W., DEC 68, 70P.

THIS STUDY, FUNDED BY ESEA TITLE III, HAS CONCERNED ITSELF WITH THAT PROGRAM'S ABILITY TO ENCOURAGE LOCAL SCHOOL AUTHORITIES TO ACCOMPLISH NEEDED EDUCATIONAL REFORMS AND TO CONSIDER IMPLICATIONS FOR FUTURE PROGRAM ACTIVITIES. SUGGESTIONS ARE INCLUDED FOR THOSE CONCERNED WITH THE ADMINISTRATION OF TITLE III AT THE STATE LEVEL. THE INFORMATION UPON WHICH THIS REPORT IS BASED WAS OBTAINED AS A RESULT OF VISITS TO 60 PROJECTS LOCATED IN 30 STATES. AT EACH PROJECT, VISITS WITH KEY PROJECT PERSONS WERE STRUCTURED BY A QUESTIONNAIRE COMPOSED OF OPEN-ENDED INQUIRIES. IN ADDITION, THE PERCEPTIONS OF SCHOOL BOARD MEMBERS AND OTHER COMMUNITY SPOKESMEN WERE SOLICITED. TITLE III PROJECTS WERE FOUND TO BE PARTICULARLY EFFECTIVE IN ENCOURAGING (1) NEW INSTRUCTIONAL MODES AND CURRICULA FORMATS, (2) NEW EDUCATIONAL TECHNOLOGY, (3) SYSTEMATIC RESOURCE ALLOCATION, (4) COOPERATION AND RESOURCE SHARING AMONG LOCAL SCHOOL DISTRICTS, (5) ESTABLISHMENT OF SPECIAL EDUCATION PROGRAMS, AND (6) INCENTIVES TO PERSONS WITH EXTRAORDINARY TALENTS. (AUTHOR/MF)

ED033439 EA002522
SELECTED STATISTICS OF LOCAL SCHOOL SYSTEMS, 1966-67. 68, 120P.
HC NOT AVAILABLE FROM EDRS.

THIS REPORT PRESENTS SELECTED STATISTICS RELATED TO STUDENT ENROLLMENT AND ATTENDANCE, TEACHER PREPARATION AND TURNOVER, REVENUE SOURCES, MAJOR EXPENDITURES, PROPERTY TAX RATES, RESULTS OF REFERENDUMS ON SCHOOL BONDS, INCREASED TAX RATES, AND SCHOOL BUDGETS FOR LOCAL PUBLIC SCHOOL SYSTEMS DURING THE 1966-67 SCHOOL YEAR.

ED033440 EA002523
EVALUATION OF TEACHER SALARY SCHEDULES, 1966-67, 1967-68, AND 1968-69. PUBLIC-SCHOOL SALARIES SERIES. 68, 162P.
HC NOT AVAILABLE FROM EDRS.

THIS REPORT CONTAINS THE NATIONAL EDUCATION ASSOCIATION (NEA) EVALUATION OF NATIONWIDE TEACHER SALARY SCHEDULES FOR A 3-YEAR TIME PERIOD. A TOTAL OF 1,172 SCHEDULES FOR 1968-69 FROM SCHOOL SYSTEMS WITH ENROLLMENTS OF 6,000 OR MORE WERE EVALUATED. COMPARABLE EVALUATIONS WERE INCLUDED FOR 967 AND 925 OF THESE SYSTEMS FOR THE ACADEMIC YEARS 1967-68 AND 1966-67, RESPECTIVELY. THE EVALUATION METHOD IS BASED ON 10 TESTS WHICH WERE APPLIED TO TEACHER SALARY SCHEDULES. EACH TEST YIELDS A MAXIMUM OF 100 POINTS FOR A MAXIMUM POSSIBLE EVALUATION SCORE OF 1,000 POINTS FOR ANY GIVEN SALARY SCHEDULE. SUMMARY TABLES CONTAIN A 3-YEAR COMPARISON OF THE DISTRIBUTION, MEAN, AND MEDIAN FOR THE ENTIRE SAMPLE, FOR EACH OF THE 10 TESTS. THE MAJOR PORTION OF THE REPORT IS AN ALPHABETICAL LISTING, BY STATE, OF THE EVALUATED SCHOOL SYSTEMS, INCLUDING THEIR TOTAL SCORE AND SCORE FOR EACH OF THE 10 TESTS. IN ADDITION, 204 SALARY SCHEDULES FROM SELECTED SUBURBAN SCHOOL SYSTEMS WERE EVALUATED BY THE SAME PROCEDURE AND ARE LISTED ALPHABETICALLY BY STATE. RELATED DOCUMENTS ARE EA 002 524 AND EA 002 549. (JH)

ED033441 EA002524
STATE MINIMUM-SALARY LAWS FOR TEACHERS, 1968-69. PUBLIC-SCHOOL SALARIES SERIES. 68, 46P.
HC NOT AVAILABLE FROM EDRS.

THIS REPORT, THE MOST RECENT OF AN ANNUAL SERIES BEGUN IN 1937, OFFERS REVISED INFORMATION ON STATE MINIMUM SALARY LAWS AFFECTING TEACHERS AS OF SEPTEMBER 1968. THE FIRST SECTION OF THE REPORT SUMMARIZES INFORMATION FOR THE 31 STATES WHICH HAVE MINIMUM SALARY LAWS.

ED033442 EA002525
STATE TAXES IN 1967. JAN 69, 27P. HC NOT AVAILABLE FROM EDRS.

THIS REPORT DESCRIBES TAX REVENUES IN FISCAL YEAR 1967 AND TAX LEGISLATION ENACTED DURING THE CALENDAR YEAR 1967, FOR ALL 50 STATES. THE AMOUNT AND PERCENT OF THE TOTAL FOR MAJOR SOURCES OF TAX REVENUE DURING FISCAL 1967 ARE LISTED BY STATE AS ARE THE AMOUNT PER CAPITA AND PERCENT CHANGE IN THE STATES' TOTAL TAX REVENUES FROM 1966 TO 1967. MAJOR TAX LEGISLATION, TAX RATES, AND GENERAL PROVISIONS ARE LISTED, BY STATE, FOR THE FOLLOWING TAX REVENUE CATEGORIES: (1) SALES, (2) TOBACCO, (3) ALCOHOLIC BEVERAGES, (4) GASOLINE, AND (5) INDIVIDUAL AND CORPORATE INCOME. SUMMARY TABLES RANK EACH STATE ON THE BASIS OF POPULATION

ED033443 EA002526
AN INDEX OF THE EFFORT TO FINANCE A POTENTIAL QUALITY EDUCATION PROGRAM, 1965-66 THROUGH 1967-68. JAN 69, 30P. DOCUMENT NOT AVAILABLE FROM EDRS.

AN "INDEX OF EFFORT" IS DEFINED IN THIS STUDY OF ALMOST 300 SCHOOL DISTRICTS IN SOUTHERN CALIFORNIA. THE INDEX MEASURES FACTORS WHICH INFLUENCE SCHOOL DISTRICT EDUCATION PROGRAMS AND THEIR COSTS. THE RESULTS WERE COMPUTED FROM DATA ON THE FOLLOWING VARIABLES: (1) THE QUALITY OF THE TEACHER SALARY SCHEDULE, (2) SALARIES PAID TEACHERS, (3) TRAINING AND EXPERIENCE LEVELS OF TEACHERS, (4) PUPIL-TEACHER RATIO, (5) PUPIL-CERTIFIED STAFF RATIO, (6) GENERAL FUND TAX RATE, AND (7) TOTAL SCHOOL TAX RATE. IT IS ASSUMED THAT THESE VARIABLES AFFECT THE POTENTIAL FOR A QUALITY PROGRAM BY THEIR EFFECT UPON THE SCHOOL DISTRICT'S FINANCES. FURTHER, THE FIRST FIVE VARIABLES ARE ASSUMED TO HAVE A DIRECT EFFECT UPON THE QUALITY OF THE EDUCATIONAL PROGRAM OFFERED, THOUGH THE DEGREE OF SUCH EFFECT IS UNKNOWN. THE VALUE OF THE INDEX IS CALCULATED FOR EACH SOUTHERN CALIFORNIA SCHOOL DISTRICT, AND COMPARATIVE LISTINGS ARE GIVEN FOR ELEMENTARY DISTRICTS, HIGH SCHOOL DISTRICTS, UNIFIED DISTRICTS, JUNIOR COLLEGE DISTRICTS, AND COUNTY AVERAGES. (DE)

ED033447 EA002539
[DEVELOPMENT OF AN OPERATIONAL MODEL FOR THE APPLICATION OF PLANNING-PROGRAMMING-BUDGETING SYSTEMS IN LOCAL SCHOOL DISTRICTS. PROGRAM BUDGETING NOTE 3, COST-EFFECTIVENESS ANALYSIS: WHAT IS IT?] MAY 69, 11P.

COST EFFECTIVENESS ANALYSIS IS USED IN SITUATIONS WHERE BENEFITS AND COSTS ARE NOT READILY CONVERTED INTO A MONEY BASE. FIVE ELEMENTS CAN BE IDENTIFIED IN SUCH AN ANALYTIC PROCESS.

ED033451 EA002549
ECONOMIC STATUS OF THE TEACHING PROFESSION, 1968-69. 69, 67P. HC NOT AVAILABLE FROM EDRS.

THIS IS THE NATIONAL EDUCATION ASSOCIATION (NEA) RESEARCH DIVISION'S 24TH ANNUAL REPORT ON THE ECONOMIC STATUS OF THE TEACHING PROFESSION. THE COMPENDIUM OF TABLES AND BRIEF DESCRIPTIVE TEXT ARE DIVIDED INTO THREE MAJOR SECTIONS. THE FIRST PART CONCERNS TRENDS IN SALARIES PAID TO CLASSROOM TEACHERS AND OTHER INSTRUCTIONAL STAFF MEMBERS IN PUBLIC ELEMENTARY AND SECONDARY SCHOOLS, JUNIOR COLLEGES, AND UNIVERSITIES, TOGETHER WITH INFORMATION ON SCHEDULED SALARIES AND SALARIES PAID THE INSTRUCTIONAL STAFF OF ELEMENTARY AND SECONDARY SCHOOLS. THE SECOND SECTION GIVES DATA ON TRENDS IN SALARIES PAID TEACHERS AND OTHER PROFESSIONAL EMPLOYEES IN PUBLIC SCHOOL COMPARED WITH SALARIES PAID WORKERS IN COMPARABLE PROFESSIONS AND, IN A FEW CASES, WITH NONPROFESSIONAL WORKERS. THE THIRD PART DEALS WITH TRENDS IN PRICES AND PRICE INDEXES AND WITH LATEST AVAILABLE DATA ON FAMILY BUDGETS AND COST OF LIVING. RELATED DOCUMENTS ARE EA 002 523 AND EA 002 524. (AUTHOR/DE)

ED033456 EA002565
THE BIG TALENT HUNT: HOW LEADING PUBLIC SCHOOL DISTRICTS RECRUIT TEACHERS. AN EDUCATION U.S.A. MANAGEMENT AND POLICY REPORT PREPARED FOR SCHOOL ADMINISTRATORS AND SCHOOL BOARD MEMBERS. 69, 32P. HC NOT AVAILABLE FROM EDRS.

THIS REPORT, DESIGNED SPECIFICALLY FOR SCHOOL EXECUTIVES AND BOARD OF EDUCATION MEMBERS, CONTAINS INFORMATION ABOUT TEACHER RECRUITMENT. ACCORDING TO THE U.S. OFFICE OF EDUCATION, THE NATION'S TEACHER PREPARATION INSTITUTIONS NOW TURN OUT ABOUT 145,000 GRADUATES ANNUALLY, BUT THE NEED FOR ADDITIONAL TEACHERS IS ABOUT 196,660 PER YEAR. THIS MAJOR SUPPLY-DEMAND DISCREPANCY CAUSES SCHOOL ADMINISTRATORS AND BOARDS OF EDUCATION TO BE INCREASINGLY RECRUITMENT CONSCIOUS. THIS REPORT CONTAINS DATA FROM SELECTED SCHOOL DISTRICTS AND UNIVERSITY PLACEMENT OFFICES ON SUCH TOPICS AS REASONS FOR INCREASING RECRUITING, CAMPUS RECRUITING, AND RECRUITING COSTS. THE CONCLUDING CHAPTER ENVISIONS COMPUTERS AS AN INTEGRAL PART OF THE PLACEMENT OPERATION 10 YEARS FROM NOW. (MF)

ED033458 EA002567
TURMOIL IN THE SCHOOLS: THE PARTNERS RESPOND. 8 JUL 69, 12P.

SOCIOECONOMIC PROBLEMS RELATED TO THE CURRENT TURMOIL IN THE SCHOOLS ARE OFTEN REGIONAL OR NATIONAL IN SCOPE. TO EFFECTIVELY MEET SUCH PROBLEMS AS THE RISE OF GHETTOS, THE BLACK REVOLUTION, AND DISAFFECTION OF THE YOUNG, A REVISED SYSTEM OF EDUCATIONAL GOVERNANCE IS PROPOSED, CALLING FOR A NEW RELATIONSHIP BETWEEN POLITICAL AND EDUCATIONAL FORCES AND A MORE EQUITABLE PARTNERSHIP AMONG LOCAL, STATE, AND FEDERAL EDUCATIONAL AUTHORITIES. AS A CONSEQUENCE OF THE ENVISIONED SYSTEM, THE POWER TO ESTABLISH EDUCATIONAL POLICY WOULD NOT BE CONCENTRATED IN THE HANDS OF ANY SINGLE AUTHORITY AND THE GOVERNING OF EDUCATION WOULD INCLUDE THE CHECKS AND BALANCES NEEDED TO INSURE THE PROTECTION OF INDIVIDUAL RIGHTS, THE ESTABLISHMENT AND MAINTENANCE OF MEANINGFUL EDUCATIONAL STANDARDS, AND THE INCLUSION OF A BROADER VIEWPOINT IN THE FORMULATION OF EDUCATIONAL POLICY. (JH)

ED033459 EA002568
HISTORY OF TITLE I ESEA. JUN 69, 37P.

THE PURPOSE OF THE ELEMENTARY AND SECONDARY EDUCATION ACT TITLE I IS TO PROVIDE FINANCIAL ASSISTANCE TO LOCAL EDUCATIONAL AGENCIES SERVING AREAS WITH CONCENTRATIONS OF EDUCATIONALLY DISADVANTAGED CHILDREN FROM LOW-INCOME FAMILIES. THIS DOCUMENT EXPLAINS THE ADMINISTRATIVE STRUCTURE NECESSARY TO IMPLIMENT TITLE I PROGRAMS ON NATIONAL, STATE, AND LOCAL LEVELS AND THE FORMULA USED IN DETERMINING ALLOCATIONS. AMENDMENTS TO THE ORIGINAL LEGISLATION HAVE BROADENED THE PROVISIONS FOR ELIGIBILITY AND THESE ARE LISTED. THE COMMISSIONER OF EDUCATION IS RESPONSIBLE FOR DETERMINING THE ANNUAL ALLOCATION OF TITLE I FUNDS TO ELIGIBLE COUNTY AND STATE EDUCATION AGENCIES, ALTHOUGH THIS LAW PLACES DIRECT RESPONSIBILITY FOR ADMINISTERING AND IMPLEMENTING TITLE I ON STATE EDUCATION AGENCIES. THE LOCAL EDUCATION AGENCIES DEVELOP AND IMPLEMENT APPROVED PROJECTS IDENTIFYING THE EDUCATIONALLY DISADVANTAGED CHILDREN AND THEIR SPECIAL NEEDS. EVALUATING TITLE I PROJECTS HAS EVOLVED FROM THE OVERLAPPING SURVEYS OF EARLIER YEARS TO A COMPREHENSIVE AND SYSTEMATIC PROCESS THAT BY 1967, USED STANDARDIZED DATA. THE IMPACT OF THE TITLE I OPERATION CAN BE NOTED IN TABLES THAT ILLUSTRATE THE SHIFT OF EXPENDITURES AWAY FROM EQUIPMENT AND CONSTRUCTION IN 1966 TOWARD MORE ACTUAL INSTRUCTION AND SERVICES IN 1967-68. (LN)

ED033461 EA002572
PRIORITIES IN URBAN EDUCATION. 17 JUL 69, 13P.

THE DISPARITIES IN URBAN/NONURBAN EDUCATION CAN BE CHANGED THROUGH COMMUNITY PARTICIPATION AND A REDISTRIBUTION OF EDUCATIONAL REVENUES. THE HIGH POSITIVE CORRELATION OF RACE AND ECONOMIC CLASS TO SCHOOL ACHIEVEMENT IS THE MOST PRESSING CONCERN OF EDUCATION TODAY. PUBLIC PRESSURE IS NECESSARY TO RESIST THE TENDENCY TOWARD BUREAUCRATIC ISOLATION OF SCHOOL SYSTEMS AND TO FORCE SCHOOL OFFICIALS TO BE MORE ACCOUNTABLE FOR THEIR PRODUCT IN TERMS OF PUPIL ACHIEVEMENT. SCHOOL FINANCE IN THE FORM OF GENERAL STATE ALLOCATIONS FAVORS THE RURAL AND SUBURBAN AREAS DUE TO THEIR RELATIVELY GREATER LEGISLATIVE POWER. STATE SCHOOL AID FORMULAS NEGLECT THE HEAVIER PROPORTION OF NONEDUCATIONAL EXPENDITURES A CENTRAL CITY TAX BASE MUST SUPPORT. THE FACTS SHOW THAT THE DISTRIBUTION OF FEDERAL FUNDS IS EQUALLY BIASED AGAINST CITY SCHOOL DISTRICTS. THIS INEQUALITY OF FINANCE IS OF CENTRAL IMPORTANCE FOR SOLVING THE PROBLEMS OF URBAN EDUCATION. (LN)

ED033471 EA002600
PROCEEDINGS OF THE ANNUAL WORKSHOP FOR SCHOOL BUSINESS OFFICIALS (2ND STATE UNIVERSITY OF NEW YORK AT BUFFALO, JANUARY 31, 1969). KISER, CHESTER, ED.; AND OTHERS, 31 JAN 69, 113P.

FIVE PAPERS ARE PRESENTED FROM A WORKSHOP FOR SCHOOL BUSINESS OFFICIALS. ONE ANALYZES THE LIMITATIONS AND POTENTIAL MISUSES OF PLANNING, PROGRAMMING, BUDGETING SYSTEMS (PPBS) IN EDUCATION. THE SECOND SURVEYS CURRENT ACTIVITY IN EDUCATIONAL PROGRAM BUDGETING WITH A LOOK TO THE FUTURE. THESE TWO PRESENTATIONS ARE FOLLOWED BY A PANEL DISCUSSION. THE THIRD PAPER IS A SHORT PRESENTATION OF HINTS AND GUIDELINES FOR SCHOOL BUSINESS OFFICIALS INVOLVED IN COLLECTIVE NEGOTIATIONS, FOLLOWED BY A QUESTION AND ANSWER SESSION. THE FOURTH PRESENTATION CONSIDERS THE FOLLOWING AS MAJOR FACTORS TO BE CONSIDERED IN CLASSIFIED PERSONNEL STAFFING: (1) THE GOALS OR POLICIES OF THE ORGANIZATION, (2) THE NUMERICAL ADEQUACY OF THE STAFF, (3) THE KINDS OF JOBS TO BE PERFORMED, AND (4) THE INSERVICE SUPERVISION AND EVALUATION OF PERSONNEL. THE LAST PAPER REPORTS THE FINDINGS OF STUDIES ON THE VALUE AND COST OF FRINGE BENEFITS FOR ADMINISTRATIVE PERSONNEL, TEACHING PERSONNEL, AND CLASSIFIED PERSONNEL WITHIN THE WESTERN NEW YORK SCHOOL SYSTEM. A RELATED DOCUMENT IS EA 002 147. (DE)

ED033473 EA002603
THE PENNSYLVANIA NONPUBLIC ELEMENTARY AND SECONDARY EDUCATION ACT - PIONEER AND PRECEDENT. 7 JUL 69, 11P.

THE PENNSYLVANIA NONPUBLIC ELEMENTARY AND SECONDARY EDUCATION ACT, SIGNED INTO LAW IN JUNE 1968, MADE PENNSYLVANIA THE FIRST STATE LEGALLY POWERED TO GIVE DIRECT PUBLIC AID TO NONPUBLIC SCHOOLS. SUCH SCHOOLS CONTAIN ABOUT ONE-FOURTH OF THE STATE'S ELEMENTARY AND SECONDARY SCHOOL ENROLLMENT. AID IS RESTRICTED TO TEACHERS' SALARIES AND TO TEXTBOOKS AND INSTRUCTIONAL MATERIALS IN THE FIELDS OF MATHEMATICS, MODERN FOREIGN LANGUAGES, PHYSICAL EDUCATION, AND PHYSICAL SCIENCE. TEACHER CERTIFICATION MUST BE APPROVED BY THE STATE AND STANDARDIZED TESTS ARE REQUIRED OF STUDENTS TO INSURE QUALITY. NO PUBLIC SCHOOL FUNDS ARE USED. INSTEAD, CERTAIN STATE REVENUES FROM HORSE AND HARNESS RACING ARE USED. THE POSITIONS TAKEN BY OTHER STATES REGARDING AID TO NONPUBLIC SCHOOLS ARE DISCUSSED IN ADDITION TO THE

SPECIFIC PROBLEMS OF THE PENNSYLVANIA SCHOOL SITUATION. (DE)

ED033475 EA002611
NEGOTIATIONS IN PUBLIC EDUCATION. 69, 298P.

THIS DOCUMENT CONTAINS 27 PAPERS, BY VARIOUS AUTHORS, RELATED TO COLLECTIVE NEGOTIATIONS IN EDUCATION. THE PAPERS COVER THE FOLLOWING TOPICS: THE ROLE, DESIRABLE SKILLS, AND AUTHORITY OF BOARD OF EDUCATION MEMBERS, ADMINISTRATORS, AND PRINCIPALS, DURING COLLECTIVE NEGOTIATIONS

ED033478 EA002630
THE FUTURE OF CITY SCHOOL BOARDS. 10 JUL 69, 19P.
EDRS PRICE MF-$0.25 HC-$1.05

THE LATE 19TH AND EARLY 20TH CENTURIES WERE THE PERIOD OF RAPID URBAN DEVELOPMENT FOSTERED BY INDUSTRIALIZATION. THIS WAS ALSO THE PERIOD OF SYSTEM-WIDE DEVELOPMENT OF CITY SCHOOL DISTRICTS FUNDED BY FAVORABLE TAX BASES FROM INDUSTRIAL PROPERTY AND FROM A COMPLETE CROSS-SECTION OF SOCIAL STRATA. THE FIRST CONSOLIDATION OF DISTRICTS BEGAN WITHIN THE CITIES AND, AT LEAST AS AN IDEAL, AN ELITIST CONCEPT GOVERNED THE SELECTION OF PERSONS FOR A PLACE ON RELATIVELY AUTONOMOUS SCHOOL BOARDS. POPULATION SHIFTS, DECENTRALIZATION OF INDUSTRY, AND DEMANDS FOR LOCAL CONTROL HAVE EACH SERVED TO ERODE THE POSITION OF CITY BOARDS. IT IS CURRENTLY POSSIBLE TO SEE A TREND TOWARD MORE REPRESENTATIVE BOARDS, HAVING GREATER CITIZEN INVOLVEMENT. DECENTRALIZED, FEDERATED SCHOOL SYSTEMS ARE IN SIGHT WITH THE BOARD FREE TO BECOME A MORE EFFECTIVE POLITICAL FORCE. ALONG WITH MORE FORCE WILL COME MORE RESPONSIBILITY BECAUSE THE BOARD WILL BE HELD INCREASINGLY ACCOUNTABLE FOR THE RESULTS OF PUBLIC EDUCATION. (DE)

ED033490 EC004500
REHABILITATION PROGRAMS IN THE PUBLIC SCHOOLS MEANS, HOWARD, ED.; HAMMETT, RON, ED., AUG 68, 77P.

THE WORK EXPERIENCE PROGRAM OF THE DEPARTMENT OF VOCATIONAL REHABILITATION, WHICH PROVIDES VOCATIONAL, EDUCATIONAL, AND SOCIAL EXPERIENCES FOR MENTALLY HANDICAPPED ADOLESCENTS WHILE THEY ARE STILL IN THE SCHOOL SETTING, IS DESCRIBED. INFORMATION IS GIVEN ON THE DEPARTMENT'S RESPONSIBILITIES, ON METHODS USED TO BRIDGE THE GAP BETWEEN THE STUDENT'S SCHOOL EXPERIENCES AND GAINFUL WORK EXPERIENCES, AND ON WAYS TO ASSIST IN THE EVALUATION OF THE STUDENT'S POTENTIAL AND TO BRING ANCILLARY SERVICES TO THE STUDENT WHICH SCHOOLS CANNOT PROVIDE. PROGRAM FUNDING, ADMINISTRATIVE STRUCTURE, GUIDELINES FOR IMPLEMENTING THE PROGRAM, AND DESCRIPTIONS OF THE IN-SCHOOL WORK EXPERIENCE PROGRAM, THE PHYSICALLY DISABLED PROGRAM, AND THE JUNIOR HIGH PROGRAM ARE OUTLINED. AN APPENDIX PROVIDES SAMPLES OF A PROPOSED BUDGET, OFFICE SUPPLY LIST, GROUP COUNSELING TOPICS, AND OTHER INFORMATION ON PROGRAM PROVISIONS. (WW)

ED033501 EC004598
EDUCATING HANDICAPPED CHILDREN. 69, 90P.
DOCUMENT NOT AVAILABLE FROM EDRS.

BASED IN PART ON A STUDY OF 20 SCHOOL SYSTEMS JUDGED TO HAVE OUTSTANDING PROGRAMS OF PUPIL SERVICES AND SPECIAL EDUCATION, THE MANUAL PRESENTS VARYING PHILOSOPHIES OF EDUCATION FOR THE HANDICAPPED AND CONSIDERS THE NATURE AND INCIDENCE OF HANDICAPS. SPECIAL PROGRAMS AND SERVICES FOR HANDICAPPED CHILDREN ARE DESCRIBED, AND INFORMATION IS PROVIDED CONCERNING ORGANIZING AND STAFFING IN THE OPERATING DISTRICT AND ORGANIZING FOR SPECIAL EDUCATION ACROSS DISTRICT LINES. ASPECTS OF PROGRAM ADMINISTRATION ARE CONSIDERED AS ARE THE STATE AND FEDERAL ROLE IN SPECIAL EDUCATION AND RELATIONS WITH PARENTS AND THE COMMUNITY. (JD)

ED033547 EF003566
SYSTEM BUILDING AND ARCHITECTURE. AUG 69, 28P.

THE TECHNICAL DIRECTOR OF THE METROPOLITAN TORONTO SCHOOL BOARDS STUDY OF EDUCATIONAL FACILITIES (SEF) PRESENTS A DESCRIPTION OF THE GENERAL THEORY AND EXECUTION OF THE FIRST SEF BUILDING SYSTEM, AND HIS VIEWS ON THE GENERAL PRINCIPLES OF SYSTEM BUILDING AS THEY MIGHT AFFECT ARCHITECTURE AND THE ECONOMY. (TC)

ED033556 EF003646
A STUDY OF A PROPOSED MERGER OF THE RYE CITY SCHOOL DISTRICT AND THE UNION FREE SCHOOL DISTRICT NO. 1, RYE NECK, WESTCHESTER COUNTY, NEW YORK. APR 65, 80P.

THE PROPOSED MERGER OF THE RYE CITY AND RYE NECK SCHOOL DISTRICTS IN WESTCHESTER COUNTY, NEW YORK, IS DESCRIBED. AN OVERVIEW OF THE TWO SCHOOL SYSTEMS IS PRESENTED, WITH A DISCUSSION OF THE PRINCIPLES AND ISSUES INVOLVED IN THE PROPOSED MERGER. BASED ON HYPOTHETICAL DATA FOR FUTURE YEARS, AN EXAMINATION IS MADE OF ENROLLMENT EXPECTATIONS, FACILITY REQUIREMENTS, AND EDUCATIONAL AND FINANCIAL IMPLICATIONS OF THE MERGER. AN ASSESSMENT IS MADE OF ALTERNATIVE ACTION WHICH MIGHT BE TAKEN IN CONSIDERATION OF THE EDUCATIONAL NEEDS OF THE COMMUNITIES SERVED, THE UNIQUE REQUIREMENTS OF THE TWO DISTRICTS, AND THE GOVERNMENTAL STRUCTURE WITHIN WHICH SUCH ACTION MIGHT BE TAKEN. (FS)

ED033558 EF003651
PROPOSED CAPITAL PROGRAM 1970-1975, THE SCHOOL DISTRICT OF PHILADELPHIA. [69], 109P.

THIS REPORT PRESENTS THE SCHOOL DISTRICT OF PHILADELPHIA'S LONG-RANGE PLAN FOR SCHOOL FACILITIES AND, BASED UPON IT, A CAPITAL PROGRAM FOR THE FISCAL YEARS 1970 THROUGH 1975. PRESENT CONDITIONS ARE REVIEWED, CITING THE "FACILITY GAP" AND INDICATING FUTURE NEEDS. THE PLAN FOR SCHOOL FACILITIES IS PRESENTED SPECIFYING--(1) THE EDUCATIONAL BASIS OF THE PLAN, (2) PHYSICAL PLANNING STANDARDS, (3) THE DESIGN OF SCHOOL BUILDINGS, (4) THE ELEMENTS OF THE PLAN, (5) DESEGREGATION ASPECTS, AND (6) COMMUNITY RENEWAL ASPECTS. THE CAPITAL PROGRAM IS THEN DESCRIBED IN REGARD TO--(1) GENERAL FISCAL POLICIES, (2) CARRYING OUT THE PROGRAM, (3) TARGETS FOR ACCOMPLISHMENT, (4) PROJECT DESCRIPTIONS, AND (5) THE PROJECT FUNDING SCHEDULE. (FS)

ED033559 EF003660
SCIENCE FACILITIES BIBLIOGRAPHY. 69, 51P.
HC NOT AVAILABLE FROM EDRS.

A BIBLIOGRAPHIC COLLECTION ON SCIENCE BUILDINGS AND FACILITIES IS CITED WITH MANY DIFFERENT REFERENCE SOURCES FOR THOSE CONCERNED WITH THE DESIGN, PLANNING, AND LAYOUT OF SCIENCE FACILITIES. REFERENCES ARE GIVEN COVERING A BROAD SCOPE OF INFORMATION ON--(1) PHYSICAL PLANT PLANNING, (2) MANAGEMENT AND SAFETY, (3) BUILDING TYPE STUDIES, (4) DESIGN AND CONSTRUCTION, AND (5) SPECIAL FACILITIES AND EQUIPMENT. AN APPENDIX WITH PUBLISHERS AND DISTRIBUTION SOURCES FOR THESE DOCUMENTS IS INCLUDED. (TG)

ED033576 EM007368
COMPUTER-ASSISTED INSTRUCTION: A SURVEY OF THE LITERATURE, THIRD EDITION. OCT 68, 160P.
DOCUMENT NOT AVAILABLE FROM EDRS.

REFERENCES TO LITERATURE PUBLISHED BEFORE JULY 1968 ON COMPUTER-ASSISTED INSTRUCTION (CAI) ARE PRESENTED IN THIS SURVEY. NINE SUBJECT AREA CHAPTERS, PROVIDING THE FRAMEWORK FOR THE REFERENCES, DEAL WITH GENERAL STATEMENTS ON CAI (INCLUDING BENEFITS, STATE OF THE ART, PROBLEMS, ROLES IN SOCIETY, FINANCIAL SUPPORT, AND TRENDS)

ED033585 EM007505
GUIDELINES FOR THE INTEGRATION OF INSTRUCTIONAL TELEVISION IN SPEECH AND HEARING FACILITIES. 69, 33P.

TO DEVISE AN EFFICIENT INSTRUCTIONAL TELEVISION SYSTEM, THE PLANNER MUST FIRST IDENTIFY AND ASSESS OBJECTIVES FOR TARGET AUDIENCES

ED033587 EM007509
A GUIDE TO EVALUATING SELF-INSTRUCTIONAL PROGRAMS. JACOBS, PAUL I.; AND OTHERS, 66, 84P.
DOCUMENT NOT AVAILABLE FROM EDRS.

EVALUATION OF SELF-INSTRUCTIONAL PROGRAMS CALLS FOR A PRACTICAL PROCEDURE WHICH IS CONSISTENT WITH THE AVAILABLE INFORMATION FROM SCIENTIFIC RESEARCH STUDIES AND FIELD REPORTS. IN ORDER TO AID TEACHERS, PRINCIPALS, CURRICULUM SPECIALISTS, AND OTHER SCHOOL ADMINISTRATORS WHO MAY BE UNACQUAINTED WITH THE AREA, THIS BOOK BEGINS ITS DEVELOPMENT OF A GUIDELINE WITH A GENERAL INTRODUCTION TO PROGRAMED INSTRUCTION. INCLUDED IN THE DISCUSSION ARE THE HISTORICAL AND THEORETICAL BACKGROUND OF PROGRAMED INSTRUCTION, THE AVAILABILITY, CLASSROOM USES, ADVANTAGES AND LIMITATIONS OF SELF-INSTRUCTIONAL PROGRAMS, AND THE ROLE OF THE TEACHING MACHINE. IN SCREENING A PROGRAM FOR A SPECIFIC USE, IT IS SUGGESTED THAT THE FIRST SOURCE OF INFORMATION BE THE MANUAL WHICH IS SUPPLIED BY THE PUBLISHER TO ACCOMPANY THE PROGRAM. FROM THIS MATERIAL AN EVALUATION CAN BE MADE OF THE PROGRAM ITSELF AND ITS SUITABILITY FOR THE CURRICULUM. RESEARCH AND FIELD REPORTS ARE SUGGESTED AS A SOURCE OF INFORMATION ABOUT THE PROGRAM'S EFFECTIVENESS. THESE PROGRAMS WHICH HAVE SURVIVED THE PRELIMINARY SCREENING MAY THEN BE EVALUATED TO ASSESS THEIR POTENTIAL WITHIN THE CONTEXT OF A GIVEN SET OF STUDENTS, TEACHERS, OTHER INSTRUCTIONAL TECHNIQUES EMPLOYED, AND DESIRED INSTRUCTIONAL OUTCOMES. (JY)

ED033613 EM007555
REGIONAL INFORMATION SYSTEM FOR EDUCATORS. INFORMATION RESOURCES GRIMES, GEORGE; AND OTHERS, JUL 69, 186P.
HC NOT AVAILABLE FROM EDRS.

A SERIES OF FOUR PAMPHLETS WHICH DESCRIBE THE REGIONAL INFORMATION SYSTEM (RIS) OF THE MICHIGAN-OHIO REGIONAL EDUCATIONAL LABORATORY (MOREL), A SYSTEM DESIGNED TO PROVIDE AN EFFECTIVE, SYSTEMATIC METHODOLOGY FOR LINKING USERS WITH RELEVANT RESOURCES, COMPOSE THE MAJOR PORTION OF THIS INFORMATION PACKAGE. EACH PUBLICATION DETAILS AN ASPECT OF THE BACKGROUND, FUNCTIONS, AND UTILIZATION OF THE RIS: THE SEARCHING PROCEDURE AND INFORMATION SOURCES IN THE BIBLIOGRAPHIC CHAIN

ED033774 RC003765
ARIZONA TEACHER EXCHANGE 1969, A COMPONENT OF MIGRANT CHILD EDUCATION. 69, 64P.

AS PART OF AN ANNUAL PROGRAM THE OFFICE OF MIGRANT CHILD EDUCATION, ARIZONA STATE DEPARTMENT OF PUBLIC INSTRUCTION, MADE ARRANGEMENTS TO SEND TEACHERS TO THE STATES OF COLORADO AND WASHINGTON FOR A TOUR OF THEIR MIGRANT CHILD EDUCATION PROGRAMS. THE PROGRAM OBJECTIVE WAS TO PROVIDE AN OPPORTUNITY FOR STATE EDUCATIONAL AGENCIES TO SHARE TRAINING TECHNIQUES, MATERIALS, AND PROCEDURES THROUGH PRACTICAL APPLICATION AND ON SITE OBSERVATION, AND TO PROVIDE TRAINING TO DEVELOP RESOURCE PERSONNEL TO ASSIST IN THE STATE EDUCATIONAL AGENCIES' DEVELOPMENT OF FUTURE INTER- AND INTRA-STATE PROGRAMS AS FUNDS BECOME AVAILABLE. THIS REPORT CONTAINS ACTUAL REPORTS OR EXCERPTS FROM REPORTS OF THE ARIZONA DELEGATION THAT TRAVELED TO COLORADO AND WASHINGTON, JULY 14-18, 1969. THE PARTICIPANTS WERE A TEACHER OR ADMINISTRATOR FROM EACH OF THE MIGRANT CHILD EDUCATION PROJECTS IN

ARIZONA RECOMMENDED BY THE ADMINISTRATOR OF THAT PROJECT. (DK)

ED033792 RC003797
ME. FROM THE CHILDREN OF THE DEEP SOUTH COMES A CRY FOR HELP THAT CANNOT BE IGNORED. HEINE, LEA; MAE, HATTIE, JUN 69, 41P.

THE PLIGHT OF MANY CHILDREN OF THE DEEP SOUTH, THEIR PERSONAL AND SOCIAL PROBLEMS, IS REVEALED THROUGH THE EXPERIENCES OF A VISTA (VOLUNTEERS IN SERVICE TO AMERICA) VOLUNTEER. THE VOLUNTEER SPENT ONE ACADEMIC YEAR, 1966-67, IN THE VISTA PROGRAM AS A SCHOOL TUTOR AND THEN RETURNED ON HER OWN IN THE SUMMER OF 1968 TO OFFER ADDITIONAL EDUCATIONAL SERVICES. DURING THESE TWO PERIODS TIME WAS SPENT WITH ON NEGRO GIRL, HATTIE MAE. VARIOUS SOURCES OF DATA PROVIDE THE BIOGRAPHICAL AND BACKGROUND INFORMATION OF THE CHILD. ANECDOTAL RECORDS AND DRAWINGS ARE A PART OF THIS REPORT. THIS INFORMATION IS COMPARED AND ANALYZED FOR THE SOCIAL, EDUCATIONAL, AND PERSONAL GROWTH OF THE STUDENT. THE DOCUMENT CONCLUDES WITH A BRIEF RESUME OF THE EVENTS AND FEELINGS EXPERIENCED BY THE NEGRO CHILD AS SHE SPENT ONE WEEK IN THE TUTOR'S HOME IN WISCONSIN. (DB)

ED033798 RC003811
MANPOWER SERVICES TO ARIZONA INDIANS, 1968, SIXTEENTH ANNUAL REPORT. RESEARCH AND INFORMATION SERIES NO. OPR-2-69. AUG 69, 36P.

THE ARIZONA STATE EMPLOYMENT SERVICE (ASES) PROVIDES PLACEMENT, TESTING, COUNSELING, AND MANPOWER INFORMATION SERVICES TO ARIZONA'S INDIAN LABOR FORCE. SPECIAL SERVICES TO INDIANS INCLUDE INDIAN BRANCH OFFICES, SPECIAL COMMUNICATIONS SYSTEMS, AN INDIAN JOB DEVELOPMENT PROGRAM, AND MANPOWER RESOURCES DEVELOPMENT ASSISTANCE. TWO MANPOWER RESOURCES STUDIES PROVIDING INFORMATION FOR DEALING WITH PROBLEMS OF INDIAN UNEMPLOYMENT AND UNDEREMPLOYMENT WERE COMPLETED IN 1968 ON THE NAVAJO RESERVATION AND THE FORT APACHE, SAN CARLOS, AND PAPAGO RESERVATIONS. FUTURE SERVICES PLANNED INCLUDE EXPANDING TRAINING PROGRAMS UNDER THE MANPOWER DEVELOPMENT AND TRAINING ACT, CONTINUING INDIAN MANPOWER RESOURCES STUDIES, AND SPONSORING A WORK INCENTIVE PROGRAM ON 2 RESERVATIONS. OTHER ARIZONA AGENCIES AND THEIR ACTIVITIES PROVIDING EMPLOYMENT AND MANPOWER SERVICES TO INDIANS ARE CITED. AN APPENDIX PRESENTS STATISTICS ON INDIAN PLACEMENT AND ASES SERVICES PROVIDED. (JH)

ED033801 RC003815
EVALUATION FOR ENVIRONMENTAL EDUCATION (A SYSTEMS ANALYSIS APPROACH FOR SELF-EVALUATION), 1969. 69, 73P.

AN EVALUATION INSTRUMENT, UTILIZING THE SYSTEMS ANALYSIS APPROACH FOR SELF EVALUATION, IS DESIGNED FOR USE BY PROJECT DIRECTORS AND STAFF IN ASSESSING EXISTING TITLE III ENVIRONMENTAL AND OUTDOOR EDUCATION PROJECTS IN NEW JERSEY. THE EVALUATION INSTRUMENT WAS FIRST DEVELOPED ABOUT TWO YEARS AGO. THE ORIGINAL INSTRUMENT WAS PRESENTED TO PERSONS ATTENDING THE NATIONAL CONFERENCE OF ENVIRONMENTAL EDUCATION IN MAY, 1968. CONFEREES, WORKING IN SMALL GROUPS WITH MEMBERS OF THE ORIGINAL COMMITTEE, WORKED ON INSTRUMENT REVISIONS AND CHANGES AND PRODUCED THIS DOCUMENT. FOUR CATEGORIES PROVIDE THE BASIS FOR EVALUATION: PLANNING AND DESIGN, CONTENT, OPERATION, AND PRODUCTIVITY. SELF SCORING PROCEDURES ARE INCLUDED. A RELATED DOCUMENT CONTAINING THE ORIGINAL INSTRUMENT IS ED 024 503. (DB)

ED033809 RC003832
ANNUAL EVALUATION REPORT FOR MIGRANT PROGRAMS, FISCAL YEAR ,1969 (SCHOOL YEAR 1968-69). OCT 69, 34P.

A 1969 SUMMER PROGRAM FOR THE EDUCATION OF MIGRANTS IN IOWA OPERATED UNDER TITLE I OF THE ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965 IS SUMMARIZED AND EVALUATED. PROGRAM COMPONENTS REPORTED ON ARE: EXEMPLARY PROJECTS, CHILDREN SERVED, GRADE PLACEMENT, TEACHER-PUPIL RATIO, INTER-RELATIONSHIPS WITH REGULAR TITLE I PROGRAMS, COORDINATION WITH OTHER PROGRAMS, INSERVICE TRAINING, NON-PUBLIC SCHOOL PARTICIPATION, DISSEMINATION, AND COMMUNITY INVOLVEMENT. PROGRAM EFFECTIVENESS, SPECIAL AREAS, CONSTRUCTION-EQUIPMENT, SUPPORTIVE SERVICES, PROGRAM INTEGRATION, AND STAFF UTILIZATION ARE ALSO CONSIDERED. THE REPORT OFFERS A CRITIQUE OF THE 1969 PROGRAM, A PROJECTION FOR FUTURE PROGRAMS, AND SOME SAMPLE TEST REPORTS USED TO EVALUATE THE LEVELS OF READING, LANGUAGE ARTS, AND MATHEMATICS FOR EACH STUDENT INVOLVED IN THE PROGRAM. (DB)

ED033811 RC003839
PROMISING DEVELOPMENTS IN OUTDOOR EDUCATION. MAR 68, 32P.

SOME OF THE PROMISING DEVELOPMENTS IN OUTDOOR EDUCATION PROGRAMS AND ACTIVITIES OF ELEMENTARY AND SECONDARY SCHOOLS, COLLEGES, AND PRIVATE AND STATE AGENCIES ARE IDENTIFIED. FEDERALLY AIDED PROGRAMS ARE CITED. BRIEF STATEMENTS OF THE PROGRAMS IN THE STATES WHICH REPORTED TO DISTRICT CHAIRMEN IN EACH OF THE 6 AMERICAN ASSOCIATION FOR HEALTH, PHYSICAL EDUCATION AND RECREATION DISTRICTS (28 STATES) ARE CONTAINED IN THIS REPORT. (SW)

ED033837 RE002308
REFLECTIONS ON TITLE III: OMAHA CENTRAL READING CLINIC. MAY 69, 17P.
EDRS PRICE MF-$0.25 HC-$0.95

THE READING CLINIC, SERVICE AND TRAINING, IN OMAHA, NEBRASKA, WAS FUNDED ITS FIRST 3 YEARS UNDER ESEA/TITLE III AND WAS SPONSORED BY THE OMAHA PUBLIC SCHOOLS. BEGINNING IN 1966, IT SHOWED SUBSTANTIAL SUCCESS IN ACHIEVING ITS GOAL : THE CLINICAL DIAGNOSIS OF PUPILS REFERRED TO IT

ED033879 SP003226
ACHIEVING NATIONWIDE EDUCATIONAL EXCELLENCE. A TEN-YEAR PLAN TO SAVE THE SCHOOLS. DEC 68, 99P.

THIS DOCUMENT REPORTS THE RESULTS OF A STUDY COMMISSIONED BY THE AMERICAN FEDERATION OF TEACHERS TO EXAMINE THE NEEDS OF THE PUBLIC SCHOOLS DURING THE DECADE AHEAD, AND TO PROPOSE A PLAN BY WHICH FEDERAL, STATE, AND LOCAL RESOURCES CAN BE MARSHALLED TO MEET THESE NEEDS. THE ESSENTIAL AIM OF THE PROPOSED PLAN IS "TO ACHIEVE BY 1977 AN AVERAGE LEVEL OF PUBLIC-SCHOOL PERFORMANCE IN EVERY STATE AT LEAST EQUAL TO A NATIONWIDE MINIMUM STANDARD OF EQUALIZED EXCELLENCE." THE SEVEN QUANTITATIVELY DEFINED GOALS ("MINIMUM STANDARDS OF EXCELLENCE") WHICH THE REPORT IDENTIFIES AND ANALYZES ARE BASED ON DATA COMPILED AT THE STATE AND/OR REGIONAL LEVEL. THEY RELATE TO THE AREA OF PER-PUPIL OUTLAY

ED033886 SP003243
MEANS & ENDS IN EDUCATION. COMMENTS ON LIVING AND LEARNING. OCCASIONAL PAPERS 2. 69, 124P.
DOCUMENT NOT AVAILABLE FROM EDRS.

THIS COLLECTION OF 10 WORKING PAPERS IS DESIGNED TO CONTRIBUTE TO ANALYSIS OF ISSUES AND APPRAISAL OF RECOMMENDATIONS IN "LEARNING AND LIVING: THE REPORT OF THE PROVINCIAL COMMITTEE ON AIMS AND OBJECTIVES OF EDUCATION IN THE SCHOOLS OF ONTARIO," THE 1968 "HALL-DENNIS REPORT" COMMISSIONED TO DEVELOP AIMS AND OBJECTIVES AND TO PROPOSE MEANS BY WHICH THEY MIGHT BE ACHIEVED. AN INTRODUCTION POINTS UP THEMES AND ISSUES IN THE PAPERS, EACH BY AN EDUCATOR AT THE ONTARIO INSTITUTE FOR STUDIES IN EDUCATION. THE FIRST SIX, WHICH VIEW THE REPORT AS A WHOLE, ARE (1) A COMPARISON OF HALL-DENNIS WITH THE 1950 HOPE COMMISSION REPORT, (2) A CRITIQUE OF THE REPORT'S STYLE OF ARGUMENT: ITS USE OF SLOGANS, (3) A DISCUSSION OF THE NEED FOR MORE EXPLICIT OBJECTIVES MORE USEFUL IN THE EVALUATION OF LEARNING, (4) AN ARGUMENT THAT THE HALL-DENNIS AIMS ARE NOT STATED AS ENDS AND THUS ARE NOT ATTAINABLE BY THE PROCESS OF SCHOOLING, (5) A SOCIOLOGIST'S EXPLORATION OF THE MEANS OF DEVELOPING AND APPLYING HALL-DENNIS PRINCIPLES THROUGH "PARTICIPATORY EDUCATION", AND (6) AN ANALYSIS PRAISING THE REPORT'S VISION BUT CRITICIZING ITS PROPOSED MEANS. OTHERS CONCENTRATE ON PARTICULAR SECTIONS OR TOPICS DISCUSSING IMPLICATIONS FOR EDUCATION EVALUATION

ED033935 TE001581
REVISION AND REFORM IN THE SECONDARY SCHOOL ENGLISH CURRICULUM, 1870-1900. 67, 348P.
DOCUMENT NOT AVAILABLE FROM EDRS.

TRACED IN THIS STUDY ARE SPECIFIC DEVELOPMENTS IN THE REFORM OF THE ENGLISH CURRICULUM IN SECONDARY SCHOOLS BETWEEN THE ESTABLISHMENT OF ENTRANCE TESTS IN ENGLISH AT HARVARD IN 1873 AND THE FOUNDING OF THE COLLEGE ENTRANCE EXAMINATION BOARD IN 1900. DURING THAT PERIOD THE IMPORTANCE OF ENGLISH AS A SUBJECT GREW BECAUSE OF PRESSURES EXERTED ON SCHOOLS BY COLLEGES AND BY NATIONAL COMMITTEES WHOSE RECOMMENDATIONS CONTRIBUTED TO THE STANDARDIZATION AND FURTHER GROWTH OF ENGLISH. ALSO AFFECTING CURRICULUM DEVELOPMENT OVER THE 30-YEAR PERIOD WERE A PREOCCUPATION WITH EDUCATIONAL MEANS AND A CONFLICT BETWEEN THE TWO EDUCATIONAL IDEALS OF "UTILITY" AND "CULTURE." BY 1900, THE REVAMPED ENGLISH CURRICULUM HAD LITERARY STUDY AT ITS CENTER AIDED BY THE PRACTICAL STUDY OF COMPOSITION. THE LITERARY STUDY WAS GROUNDED IN ASSENT RATHER THAN EXPERIENCE, AND LANGUAGE STUDY WAS NARROWED TO THE DOCTRINE OF A PARAGRAPH RHETORIC AND A PRESCRIPTIVE STANDARD OF ENGLISH USAGE. THIS FRAMEWORK WAS ILL-EQUIPPED TO ACCOMMODATE SHIFTING PATTERNS OF SENSIBILITY IN ART OR THE RAPIDLY ACCUMULATING KNOWLEDGE OF THE NATURE AND FUNCTIONS OF LANGUAGE. (AUTHOR/JM)

ED033990 UD009156
RICH SCHOOLS, POOR SCHOOLS: THE PROMISE OF EQUAL EDUCATIONAL OPPORTUNITY. 68, 228P.
DOCUMENT NOT AVAILABLE FROM EDRS.

THE ARGUMENT OF THIS BOOK IS THAT DIFFERENCES IN EDUCATIONAL OPPORTUNITY ARE LARGELY DUE TO THE WEALTH OF THE TAX BASE IN THE LOCAL COMMUNITY, THAT THE QUALITY OF A CHILD'S EDUCATIONAL OPPORTUNITY IS RELATED TO THE PARTICULAR COMMUNITY IN WHICH HIS PARENTS' ECONOMIC CAPACITY ENABLES HIM TO RESIDE. IT IS ARGUED THAT SUCH ECONOMIC DIFFERENCES DENY THE CITIZENS OF A STATE THE EQUAL PROTECTION OF THE LAWS IN VIOLATION OF THE FOURTEENTH AMENDMENT AND THAT THE EQUAL PROTECTION CLAUSE CAN BE USED TO COMPEL THE STATES TO PROVIDE EQUAL EDUCATIONAL OPPORTUNITIES. IT IS SUGGESTED THAT SUPREME COURT CASES DEALING WITH "EQUALITY"--SCHOOL DESEGREGATION, REAPPORTIONMENT, AND INDIGENT DEFENDENT CASES--CAN BE USED AS PRECEDENTS TO CHALLENGE INEQUALITY IN EDUCATION. THESE ISSUES ARE EXAMINED IN SEPARATE CHAPTERS IN THE BOOK. (KG)

ED033995 UD009170
PLANS FOR DEVELOPMENT OF A COMMUNITY SCHOOL DISTRICT SYSTEM FOR THE CITY OF NEW YORK. 29 JAN 69, 47P.

THE PLAN PROPOSED IN THIS REPORT GIVES ELECTED COMMUNITY BOARDS OF EDUCATION THE RESPONSIBILITY AND AUTHORITY TO MEET PARTICULAR EDUCATIONAL NEEDS OF THEIR COMMUNITIES, INCLUDING IN THE SPECIAL AREA OF LOW ACADEMIC ACHIEVEMENT. THE PROPOSAL IS IN THE FORM OF A GUIDELINE AND COVERS SUCH AREAS AS SELECTION OF COMMUNITY BOARDS

ED033998 UD009234
INVITATIONAL CONFERENCE ON TESTING PROBLEMS. PROCEEDINGS (NEW YORK CITY, NOVEMBER 2, 1968). 2 NOV 68, 141P.
DOCUMENT NOT AVAILABLE FROM EDRS.

PAPERS PRESENTED AT THIS CONFERENCE DISCUSSED THE EDUCATIONAL EVALUATION AND THE PROBLEMS OF THE SOCIALLY DISADVANTAGED. TOPICS WERE: "THE COMPARATIVE FIELD EXPERIMENT: AN ILLUSTRATION FROM HIGH SCHOOL BIOLOGY," BY RICHARD C. ANDERSON

ED034001 UD009311
DIAGNOSIS AND SPECIAL INSTRUCTION IN READING: A PROGRAM TO STRENGTHEN EARLY CHILDHOOD EDUCATION IN POVERTY AREA SCHOOLS. EVALUATION OF ESEA TITLE I PROJECTS IN NEW YORK CITY, 1967-68. OCT 68, 39P.

THIS PROJECT WAS AIMED AT CORRECTING READING DIFFICULTIES IN FIRST AND SECOND GRADES IN ORDER TO PREVENT LATER READING RETARDATION, AND WAS IMPLEMENTED IN 22 OF THE 26 SCHOOL DISTRICTS ELIGIBLE TO RECEIVE TITLE I FUNDS. EVALUATION PROCEDURES, PERSONNEL, IMPLEMENTATION PATTERNS, AFFILIATED HOSPITAL AND UNIVERSITY PLANS, READING CLINIC PLANS, AND A SUMMARY OF FINDINGS AND RECOMMENDATIONS ARE COVERED IN THIS REPORT. (KG)

ED034003 UD009313
THE REDUCTION OF PUPIL-TEACHER RATIOS IN GRADES 1 AND 2 AND THE PROVISION OF ADDITIONAL MATERIALS: A PROGRAM TO STRENGTHEN EARLY CHILDHOOD EDUCATION IN POVERTY AREA SCHOOLS. EVALUATION OF ESEA TITLE I PROJECTS IN NEW YORK CITY, 1967-68. WILSBERG, MARY; CASTIGLIONE, LAWRENCE V., NOV 68, 244P.

A PROJECT TO REDUCE TEACHER-PUPIL RATIOS AND TO PROVIDE ADDITIONAL EDUCATIONAL MATERIALS WAS A SUBSECTION OF A PROGRAM TO STRENGTHEN EARLY CHILDHOOD EDUCATION IN NEW YORK CITY POVERTY AREA SCHOOLS. THE TEACHER-PUPIL RATIO WAS REDUCED TO THE LEVEL OF ONE TO FIFTEEN IN THE FIRST GRADES AND ONE TO TWENTY IN THE SECOND GRADES. EIGHT DOLLARS WAS ALLOTED PER CHILD FOR PURCHASING EXTRA SUPPLIES, ONE DOLLAR OF WHICH WAS DESIGNATED FOR THE PURCHASE OF PAPERBACK BOOKS FOR THE PERSONAL LIBRARIES OF THE CHILDREN. THE PROGRAM WAS IMPLEMENTED IN 240 SCHOOLS, ON WHICH THE REPORT FOCUSES IN REGARD TO EVALUATION OF (1) THE ORGANIZATION FOR INSTRUCTION AND DEPLOYMENT OF STAFF, CHILDREN AND SPACE, (2) THE CONTENT AND MATERIALS OF THE INSTRUCTIONAL PROGRAM, PARTICULARLY IN READING, AND (3) THE STRENGTHS AND WEAKNESSES OF THE PROGRAM AS SEEN BY SCHOOL STAFF AND ADMINISTRATORS. TEST RESULTS OF THE STUDY, AND SAMPLE QUESTIONNAIRE AND INTERVIEW FORMS USED ARE APPENDED. (KG)

ED034020 VT008814
STUDY OF TRAINING EQUIPMENT AND INDIVIDUAL DIFFERENCES: THE EFFECTS OF SUBJECT MATTER VARIABLES. REPORT AND SUPPLEMENTARY REPORT. TALLMADGE, G. KASTEN; AND OTHERS, MAY 68, 96P.

TWO SEPARATE SUBJECT MATTER AREAS, WHICH WERE FELT TO REPRESENT TWO DISTINCT TYPES OF LEARNING SITUATIONS, WERE SELECTED FOR INVESTIGATION, NAMELY, A KIND OF LOGICO-MATHEMATICAL PROCEDURE--THE TRANSPORTATION TECHNIQUE, AND A VISUAL FORM DISCRIMINATION TASK--AIRCRAFT RECOGNITION. TWO SEPARATE COURSES WERE DEVELOPED FOR EACH SUBJECT MATTER AREA. ONE REFLECTED AN INDUCTIVE INSTRUCTIONAL APPROACH AND THE OTHER A DEDUCTIVE METHOD. EACH OF THE FOUR COURSES WAS ADMINISTERED TO BETWEEN 55 AND 60 NAVY ENLISTED MEN, AND 28 MEASURES OF APTITUDE, INTEREST, AND PERSONALITY VARIABLES WERE OBTAINED ON EACH SUBJECT. THE MOST SIGNIFICANT FINDING WAS THE SIGNIFICANT SECOND ORDER INTERACTION AMONG ALL THREE INDEPENDENT VARIABLES. THE RESULTS OF THIS STUDY STRONGLY SUPPORT THE EXISTENCE OF LEARNING STYLES AND SUGGESTS THAT MULTI-TRACK INSTRUCTION BASED ON LEARNING STYLES MIGHT BE A COST-EFFECTIVE WAY OF ENHANCING LEARNING. IN THE SUPPLEMENTARY REPORT PRELIMINARY PLANS WERE FORMULATED FOR A STUDY TO DEMONSTRATE THAT SIGNIFICANT EFFECTIVENESS GAINS CAN BE ACHIEVED THROUGH DESIGNING TRAINING AND TO MATCH SPECIFIC LEARNER CHARACTERISTICS. (AUTHOR)

ED034046 VT009664
VOCATIONAL EDUCATION--GENERAL EDUCATION SITUATION STUDY. 13 FEB 68, 227P.
DOCUMENT NOT AVAILABLE FROM EDRS.

THE STUDY PROPOSED TO PREPARE A STATEMENT OF THE QUALITATIVE (ASSESSMENT) AND QUANTITATIVE (DATA) NATURE OF VOCATIONAL EDUCATION AS IT IS CURRENTLY PRACTICED IN THE UNITED STATES AND TO PREPARE DESCRIPTIONS OF VOCATIONAL EDUCATION FROM 1955-1975. THESE DESCRIPTIONS WERE LATER TO BE ANALYZED IN THE LIGHT OF OTHER DATA TO BE GATHERED. PRIMARY CONCERN WAS FOR EDUCATION IN GRADES 9 THROUGH 14 AND FOR THOSE EIGHT OUT OF EVERY 10 STUDENTS WHO DID NOT OR WILL NOT RECEIVE A 4-YEAR COLLEGE DEGREE. INFORMATION WAS OBTAINED FROM TWO SOURCES: (1) EXISTING DATA FILES IN THE U.S. OFFICE OF EDUCATION AND A FEW STATE DIVISIONS OF VOCATIONAL EDUCATION, AND (2) A NATIONWIDE STUDY OF VOCATIONAL EDUCATION CONDUCTED IN 1966-1967. THE MAJORITY OF THE DOCUMENT CONSISTS OF TABLES PRESENTING VARIOUS ASPECTS OF ENROLLMENT AND EXPENDITURE DATA. (CH)

ED034055 VT009690
COST EFFECTIVENESS ANALYSIS OF VOCATIONAL-TECHNICAL EDUCATION PROGRAMS. A PILOT STUDY. FINAL REPORT (OCTOBER 14, 1968 TO JUNE 30, 1969). JUN 69, 174P.

THIS STUDY WAS CONCERNED WITH THE COLLECTION AND ANALYSIS OF EMPIRICAL DATA REGARDING THE PUBLIC AND PRIVATE COSTS AND SOME UTILITY ASPECTS OF VOCATIONAL-TECHNICAL EDUCATION AT TWO EDUCATIONAL CENTERS. ACTIVITIES INCLUDED ESTABLISHING: (1) OCCUPATIONAL OBJECTIVES OF PROGRAMS OFFERED, (2) THE DEGREE OF ATTAINMENT OF OCCUPATIONAL OBJECTIVES BY GRADUATES IN TERMS OF EARNINGS LEVELS, (3) A COST-EFFECTIVENESS RATIO, BY DIVIDING THE PRIVATE AND PUBLIC COSTS PER STUDENT BY A RANKED UTILITY NUMBER ASSIGNED TO THE EARNINGS LEVEL OF EACH SAMPLED GRADUATE AND COMPUTING A MEAN RATIO FOR EACH PROGRAM, AND (4) A SIMULATION MODEL WITH RESPECT TO OPTIMIZING A NUMBER OF INTERACTING VARIABLES SUCH AS STAFF AND FACILITY ORGANIZATION AND UTILIZATION. THE STUDY REPORT IS PRECEDED BY A LITERATURE REVIEW AND DISCUSSIONS OF COST-UTILITY AS AN EMERGING CONCEPT, THE COST-BENEFIT ROLE IN PLANNING, PROGRAMMING, AND BUDGETING SYSTEMS (PPBS), AND COST-UTILITY SYSTEMS IN SCHOOL ADMINISTRATION. A MODEL FOR FURTHER ANALYSIS IS PRESENTED FOLLOWING THE STUDY REPORT. (JK)

ED034056 VT009691
COST BENEFIT ANALYSIS--TRADE AND TECHNICAL EDUCATION. FINAL REPORT. REINHART, BRUCE; BLOMGREN, GLEN H., AUG 69, 82P.

THIS REPORT CONTAINS INTRODUCTORY MATERIAL ON COST-BENEFIT ANALYSIS, REVIEWS OF COST BENEFIT STUDIES BY ANDREW J. CORAZZINI AND BY JACOB J. KAUFMAN AND OTHERS, A DISCUSSION OF THE BASIC CONCEPTS OF COST-BENEFIT ANALYSIS, AND A DISCUSSION OF TWO POSSIBLE APPROACHES TO COST-BENEFIT ANALYSIS OF VOCATIONAL EDUCATION: (1) VOCATIONAL VERSUS ACADEMIC EDUCATION, AND (2) VOCATIONAL VERSUS VOCATIONAL EDUCATION, WHICH INCLUDES ON-THE-JOB TRAINING COSTS FOR GRADUATES OF THE VARIOUS CURRICULUMS.

ED034083 AA000443
RESEARCH FOR SCHOOL BOARD MEMBERS: SCHOOL-COMMUNITY RELATIONS. PREP-7. WILSON, JAMES D.; AND OTHERS, 69, 52P.

THIS KIT OF TEN DOCUMENTS TREATS IN CAPSULE FORM SOME OF THE MORE CRITICAL AND IMMEDIATE PROBLEMS AND RESPONSIBILITIES CONFRONTING SCHOOL BOARDS. THE PURPOSE OF THE STUDY WAS TO COLLECT, SYNTHESIZE AND INTERPRET THE VERY LATEST RESEARCH FOR SCHOOL BOARD MEMBERS. THE TOPICS COVERED WERE IDENTIFIED AS CRITICAL AND TIMELY AREAS OF CONCERN BY AN ADVISORY COMMITTEE OF PERSONS SELECTED FOR THEIR WORK WITH SCHOOL BOARDS THROUGHOUT THE COUNTRY.

ED034256 CG004685
PROCEEDINGS OF THE 1968 INVITATIONAL CONFERENCE ON TESTING PROBLEMS. 69, 141P.
DOCUMENT NOT AVAILABLE FROM EDRS.

THE INVITATIONAL CONFERENCE ON TESTING PROBLEMS HAS BEEN A MAJOR CONVOCATION AMONG THE VARIOUS ANNUAL MEETINGS OF THOSE WHO ARE CONCERNED WITH EDUCATIONAL MEASUREMENT. THE FIRST PAPER BY RICHARD ANDERSON DEALS WITH THE EVALUATION OF A SMALL PART OF AN INSTRUCTIONAL PROGRAM AND DEALS WITH IT IN AN EXPERIMENTAL FASHION. THE PRESENTATION BY ETHNA REID FOCUSES ON SOME OF THE PROBLEMS AND ISSUES INVOLVED IN EVALUATING A LARGE TITLE III CENTER. BERTRAM B. MASIA AND P. DAVID MITCHELL DISCUSS THE VARIABLES AND DATA SOURCES IN EVALUATING A LARGE NATIONAL PROGRAM. J. ALAN THOMAS DISCUSSES SOME OF THE PROBLEMS AND THEORIES INVOLVED IN DOING A COST-BENEFIT ANALYSIS OF A SCHOOL SYSTEM. EDMUND GORDON'S PRESENTATION SETS FORTH SOME OF THE EDUCATIONAL VARIABLES WHICH AFFECT INSTRUCTION BUT WHICH ARE NOT CONTAINED WITHIN THE SCHOOL SYSTEM WHEN WE CONSIDER THE SCHOOL AS "ITS OWN LITTLE UNIVERSE." ALBERT MASLOW PRESENTS SOME SPECIAL PROBLEMS AND VARIABLES IN THE EMPLOYMENT OF THE SO CALLED DISADVANTAGED. (AUTHOR/KJ)

ED034280 EA002468
THE REPORT OF THE GOVERNOR'S STUDY COMMISSION ON THE PUBLIC SCHOOL SYSTEM OF NORTH CAROLINA. 68, 322P.

THIS 1968 REPORT SYNTHESIZES INFORMATION OBTAINED BY THE GOVERNOR'S STUDY COMMISSION ON THE PUBLIC SCHOOL SYSTEM OF NORTH CAROLINA, DURING THEIR COMPREHENSIVE 1-YEAR STUDY TO DETERMINE THE MOST SUITABLE MEANS FOR PROVIDING FULL EDUCATIONAL OPPORTUNITY FOR THE CHILDREN OF NORTH CAROLINA. PUBLIC HEARINGS AND RESEARCH CONDUCTED BY THE COMMISSION, ITS PROFESSIONAL STAFF, AND NINE CITIZEN ADVISORY COMMITTES, PROVIDE THE BASIS FOR SPECIFIC FINDINGS AND RECOMMENDATIONS CONCERNING TOPICS OF EDUCATIONAL CONCERN.

ED034282 EA002550
KINDERGARTEN EDUCATION IN PUBLIC SCHOOLS, 1967-68. 69, 56P.
HC NOT AVAILABLE FROM EDRS.

THIS SURVEY ON THE EXTENT AND NATURE OF KINDERGARTEN EDUCATION IN THE PUBLIC SCHOOLS IS THE LAST IN A SERIES OF THREE NEA RESEARCH DIVISION REPORTS DEALING WITH EARLY CHILDHOOD EDUCATION. THIS STUDY CONCERNS STATUS, MAJOR ADMINISTRATIVE PLANS, ORGANIZATIONAL PATTERNS, CURRICULUM EXPERIENCES, AND PERSONNEL PROVISIONS PERTAINING TO KINDERGARTEN EDUCATION IN THE PUBLIC SCHOOLS. IT

FURNISHES BASELINE DATA ON ENROLLMENTS, CLASS SIZE, NUMBERS OF TEACHERS, ADMISSION AGES, FINANCIAL ARRANGEMENTS, TEACHER QUALIFICATIONS, AND REPORTING TO PARENTS. THE INFORMATION ANSWERS MANY QUESTIONS ABOUT KINDERGARTEN IN THE PUBLIC SCHOOLS AND FURNISHES BASIC DATA FOR PROGRAM PLANNING AND DEPTH STUDIES. (AUTHOR/DE)

ED034284 EA002574
A GUIDE TO FEDERAL ASSISTANCE PROGRAMS FOR LOCAL SCHOOL SYSTEMS. FAIRLEY, RICHARD L.; KRUMBEIN, GERALD, JUN 69, 150P.

THIS MANUAL IS WRITTEN TO PROVIDE AN OVERVIEW OF THE FEDERAL PROGRAMS WHICH ARE AVAILABLE AT THE LOCAL LEVEL AND TO AID SCHOOL ADMINISTRATORS IN LOCATING PARTICULAR FEDERAL PROGRAMS THAT WILL FULFILL SPECIFIC EDUCATIONAL NEEDS. THE GUIDE IS DESIGNED FOR USE AS A TOOL IN PLANNING AND PROGRAMING A COMPREHENSIVE EDUCATIONAL PROGRAM, RATHER THAN AS A KEY TO THE SOLUTION OF SPECIFIC PROBLEMS. THE MANUAL IS ORGANIZED ACCORDING TO THE FOLLOWING PROBLEM OR FUNCTIONAL CATEGORIES: ADULT EDUCATION, COMMUNITY SERVICES, CONSTRUCTION, CURRICULUM AND INSTRUCTION, EDUCATIONALLY DISADVANTAGED STUDENTS, FOOD SERVICES, GUIDANCE AND COUNSELING, HANDICAPPED CHILDREN, HEALTH SERVICES, LIBRARY RESOURCES, RESEARCH AND DEVELOPMENT, STAFF TRAINING, STUDENT AID, AND VOCATIONAL EDUCATION. EACH PROGRAM LISTED CONTAINS THE PROGRAM TITLE, PURPOSE, ELIGIBILITY AND PROCEDURE, INFORMATION SOURCE, PRINTED INFORMATION AVAILABLE, AUTHORIZING LEGISLATION, AND ADMINISTERING AGENCY. (AUTHOR/MF)

ED034291 EA002598
40 QUESTIONS AND ANSWERS REGARDING ACT 109, THE PENNSYLVANIA NONPUBLIC ELEMENTARY AND SECONDARY EDUCATION ACT. JAN 69, 10P.

THIS DOCUMENT WAS PREPARED TO ANSWER QUESTIONS REGARDING THE PENNSYLVANIA NONPUBLIC ELEMENTARY AND SECONDARY EDUCATION ACT WHICH BECAME EFFECTIVE AFTER JUNE 19, 1968. QUESTIONS PERTAIN TO THE SECULAR EDUCATIONAL SERVICES THAT CAN BE PURCHASED UNDER THIS LAW

ED034292 EA002602
RATIONALE OF EDUCATION EVALUATION. 15 APR 67, 73P.

THIS DOCUMENT, PRODUCED THROUGH AN ESEA TITLE III GRANT, CONTAINS SEVEN POSITION PAPERS ON EDUCATION EVALUATION FROM THE STANDPOINTS OF PSYCHOLOGY, SOCIOLOGY, POLITICAL SCIENCE, BUSINESS MANAGEMENT, SCHOOL ADMINISTRATION, AND COMPUTER SCIENCE. THE FIRST PAPER SUMMARIZES THE HISTORY OF EDUCATIONAL PROGRAM EVALUATION AND REVIEWS CURRENT THEORIES AND TECHNIQUES. THE SECOND DISCUSSES THE IMPLICATIONS OF VIEWING EVALUATION AS EQUIVALENT TO, OR A SPECIAL CASE OF, BEHAVIORAL-SCIENCE RESEARCH. THE THIRD IS CONCERNED WITH SUBCULTURES OF THE SCHOOL, SELF-ACTUALIZATION, AND STUDENT EVALUATION. EVALUATION OF SCHOOL-CONTROL IS DISCUSSED IN THE FOURTH PAPER, WITH EMPHASIS ON DOMINANT-SUBMISSIVE RELATIONSHIPS WHICH ARE CUSTOMARY IN BUREAUCRACIES. THE ADMINISTRATIVE FUNCTION IN EVALUATION IS DISCUSSED IN THE FIFTH. THE LAST TWO PAPERS DISCUSS PROGRAM EVALUATION AND THE QUANTIFICATION OF EDUCATION FOR PLANNING APPLICATIONS THAT USE MODELS FOR EVALUATION. AN 87-ENTRY BIBLIOGRAPHY IS APPENDED. (DE)

ED034293 EA002604
RULES AND REGULATIONS FOR IMPLEMENTING THE PENNSYLVANIA NONPUBLIC ELEMENTARY AND SECONDARY EDUCATION ACT. DEC 68, 29P.
HC NOT AVAILABLE FROM EDRS.

THE PENNSYLVANIA NONPUBLIC ELEMENTARY AND SECONDARY EDUCATION ACT WAS PASSED INTO LAW IN JUNE 1968. IT AUTHORIZES THE SUPERINTENDENT OF PUBLIC INSTRUCTION OF THAT STATE TO ENTER INTO CONTRACTS TO PURCHASE SECULAR EDUCATIONAL SERVICE FROM NONPUBLIC SCHOOLS IN PENNSYLVANIA. THIS GUIDE CONTAINS (1) THE LAW, (2) DEFINITIONS OF TERMS, (3) A STATEMENT OF THE GENERAL PROVISIONS OF THE LAW, (4) A TIMETABLE OF PROCEDURES FOR APPLYING FOR PARTICIPATION, AND (5) SAMPLES OF DOCUMENTS TO BE SUBMITTED FOR SUCH APPLICATION. (DE)

ED034296 EA002607
PLANNING DESIGN FOR BASIC EDUCATIONAL DATA SYSTEM. 69. 48P.

FOLLOWING AN INTRODUCTION OF THE SYSTEMS APPROACH FOR HANDLING INFORMATION, A PROPOSAL IS MADE FOR AN EDUCATIONAL DATA SYSTEM FOR THE SOUTH CAROLINA SCHOOL SYSTEM. INPUT DATA PROVIDED BY SCHOOLS, SCHOOL DISTRICTS, AND PROFESSIONAL PERSONNEL ARE TO BE PROCESSED FOR USE PRIMARILY BY VARIOUS UNITS OF THE STATE EDUCATION DEPARTMENT. THIS DEPARTMENT HAS THE RESPONSIBILITY OF COORDINATING THE SYSTEMS IN THE STATE TO DEVELOP PROCEDURES FOR TRANSFERRING DATA ESSENTIAL TO EACH DISTRICT'S OPERATIONS. THE DATA WILL BE USED TO FACILITATE EDUCATIONAL PROGRAM PLANNING, TEST SCORING, EVALUATION, RESEARCH, SCHEDULING, SIMULATIONS, AND COMPUTER-ASSISTED INSTRUCTION. APPENDED ARE A STATEMENT OF THE PHILOSOPHY OF THE STATE BOARD OF EDUCATION, A REVIEW OF THE SOUTH CAROLINA DEPARTMENT OF EDUCATION BY THE U.S. OFFICE OF EDUCATION, A MANAGEMENT INFORMATION SYSTEM REPORT BY THE STATE DEPARTMENT OF EDUCATION, AND AN ANALYSIS OF COMPUTER NEEDS BY I. B. M. CORPORATION. (DE)

ED034298 EA002612
A DECISION PROCESS AND CLASSIFICATION SYSTEM FOR USE BY TITLE I PROJECT DIRECTORS IN PLANNING EDUCATIONAL CHANGE. 67, 107P.

THIS STUDY ATTEMPTS TO DEVELOP A DECISION FRAMEWORK TO AID PROJECT DIRECTORS IN PLANNING CHANGE UNDER TITLE I OF THE ELEMENTARY AND SECONDARY EDUCATION ACT. LITERATURE ON CHANGE, THE CHANGE PROCESS, DECISIONS, AND THE DECISION PROCESS IS REVIEWED AND A FRAMEWORK WITHIN WHICH TO STUDY PLANNED CHANGE IS CONSTRUCTED. DECISION MAKING, IN THE CHANGE PROCESS, SHOULD FOLLOW EIGHT STEPS TO ACHIEVE GOOD, CONSISTENT DECISIONS. IN DESCENDING ORDER, THE PROCESS CALLS FOR RECOGNIZING THE NEED FOR ALTERNATIVES, ESTABLISHING CRITERIA FOR JUDGING ALTERNATIVES, EXPLORING ALTERNATIVES, ESTABLISHING ALTERNATIVES TO BE TESTED, MAKING TRIALS, ANALYZING DATA, FINDING THE DECISION POINT, AND, FINALLY, IMPLEMENTING THE DECISION. EACH STEP MUST BE CARRIED OUT EFFECTIVELY TO OBTAIN FAVORABLE RESULTS. TO ASSIST THE DECISION MAKER IN RECOGNIZING DECISION SITUATIONS, DECISIONS ARE CLASSIFIED ACCORDING TO THE TARGET, GENERAL POLICY, OBJECTIVES, PROGRAM, RESOURCES, SCHEDULES, AND PROGRAM POLICY. [CHARTS ON PAGES 36 AND 37 MAY NOT REPRODUCE CLEARLY IN HARD COPY DUE TO SMALL PRINT.] (LN)

ED034305 EA002626
FEDERAL LEGISLATIVE PROPOSALS, 1969. NOV 68, 16P.

THE COMMISSION OUTLINED A LEGISLATIVE PROGRAM AT THE FEDERAL LEVEL. FEDERAL AID SHOULD COME UNDER THE DIRECT CONTROL OF THE EXECUTIVE BRANCH TO CONSOLIDATE AND SIMPLIFY ALL EDUCATION AID PROGRAMS. THIS REORGANIZATION SHOULD INCLUDE CONTINUOUS AND EFFECTIVE PRESENTATION OF THE STATE POINT OF VIEW TO THE RESPONSIBLE AUTHORITIES. A NEW THREE-TIERED STRUCTURE OF FEDERAL AID PROGRAMS WAS PROPOSED: GENERAL AID, FUNCTIONAL BLOCK GRANTS, AND CATEGORICAL AID. GENERAL AID WOULD ASSIST IN PROVIDING MORE YEARS OF PUBLIC EDUCATION WITH PROVISIONS FOR INCREASED QUALITY. FUNCTIONAL BLOCK GRANTS WOULD MORE SPECIFICALLY AID IN AREAS OF EDUCATION FOR THE DISADVANTAGED, EDUCATIONAL RESEARCH, IMPROVING ADMINISTRATION, VOCATIONAL EDUCATION, AND EDUCATIONAL FACILITIES. CATEGORICAL AID WOULD INDUCE SPECIAL EFFORT IN PROJECTS WHICH SHOULD BE SELF-SUSTAINING AFTER THE PROJECTS ARE UNDERTAKEN. THE COMMISSION CONCLUDED THAT THE FEDERAL GOVERNMENT SHOULD STRENGTHEN HIGHER EDUCATION THROUGH FEDERAL RESOURCE ALLOCATIONS THAT PROVIDE EQUAL OPPORTUNITY TO ALL APPLICANTS AND THAT CONSIDER THE LONG TERM NEEDS OF HIGHER EDUCATION. THE COMMISSION SUPPORTED THE RECOMMENDATION THAT A COUNCIL OF HIGHER LEARNING BE CREATED WITHIN THE OFFICE OF THE SECRETARY OF HEALTH, EDUCATION AND WELFARE. (LN)

ED034309 EA002634
SCHEDULING MUSIC CLASSES. 68, 70P.
HC NOT AVAILABLE FROM EDRS.

THIS COLLECTION OF ARTICLES ON CLASS SCHEDULING PROBLEMS EMPHASIZES SCHEDULING OF MUSIC CLASSES. THE FIRST PART OF THE BOOKLET CONTAINS DESCRIPTIONS OF 11 CURRENT SCHEDULING PRACTICES. THE SECOND PART IS CONCERNED WITH DATA PROCESSING AND THE USE OF COMPUTERS FOR SCHEDULING, WITH DISCUSSION CENTERING ON THE STANFORD SCHOOL SCHEDULING SYSTEM. THE LAST PART OF THE BOOKLET CONSIDERS FLEXIBLE SCHEDULING, EMPHASIZING A SPECIFIC PLAN AS USED IN THE BROOKHURST JUNIOR HIGH SCHOOL IN ANAHEIM, CALIFORNIA. (DE)

ED034313 EA002644
THE SCHOOL BOARD ROLE--PRESENT AND FUTURE. JUL 69, 34P.

THIS PAPER EXAMINES THE CONTEMPORARY AND FUTURE ROLE OF THE SCHOOL BOARD IN AMERICAN EDUCATION. THE FIRST PART OF THE PAPER OFFERS THE READER A UNIQUE VIEW OF THE SCHOOL BOARD'S ROLE THROUGH THE VEHICLE OF A FICTIONAL CHARACTERIZATION OF SCHOOL BOARD-COMMUNITY RELATIONS DURING A CONTROVERSY. IN THE SECOND PART OF THE PAPER, THE AUTHOR SUGGESTS THAT PRESENT SCHOOL BOARDS ARE OFTEN UNABLE TO MEET PRESSING EDUCATIONAL NEEDS. THIS ANALYSIS OF CONTEMPORARY DIFFICULTIES IS FOLLOWED BY SUGGESTIONS FOR ENHANCING THE PLANNING, PROBLEM-SOLVING, AND POLICY MAKING CONTRIBUTIONS OF SCHOOL BOARDS IN THE FUTURE.

ED034319 EA002687
THE LEGAL STATUS (HISTORICAL DEVELOPMENT, CURRENT STATUTES AND COURT DECISIONS) OF PUPIL TRANSPORTATION IN THE PUBLIC SCHOOLS OF THE UNITED STATES. FINAL REPORT. AUG 69, 74P.

TO DETERMINE THE HISTORICAL-LEGAL DEVELOPMENT AND CURRENT LEGAL STATUS OF PUPIL TRANSPORTATION AS PRACTICED IN U.S. PUBLIC SCHOOLS, STATE CONSTITUTIONAL PROVISIONS, STATE LEGISLATION, AND COURT DECISIONS RELATED TO PUPIL TRANSPORTATION ARE ANALYZED. LEGAL CONSTRAINTS AFFECTING THE FOLLOWING AREAS OF PUPIL TRANSPORTATION PROGRAMS ARE REVIEWED:

(1) SCOPE AND GENERAL OPERATIONAL AUTHORITY, (2) FINANCIAL AUTHORITY, (3) STATE ORGANIZATIONAL PATTERNS OF GOVERNANCE, (4) LIABILITY, AND (5) DISTRICT PURCHASING AND CONTRACTING AUTHORITY. THE FINDINGS INDICATE A CURRENT GENERAL CONSENSUS OF THE LAW WITH REGARD TO (1) STATE LEGISLATIVE AUTHORITY TO ENACT PUPIL TRANSPORTATION LEGISLATION, (2) WIDE DISCRETION OF LOCAL BOARDS IN PROGRAM OPERATION, AND (3) AUTHORITY OF THE LOCAL BOARD TO PURCHASE EQUIPMENT AND CONTRACT FOR SERVICES. LESS CONSENSUS EXISTS ON THE LEGAL STATUS OF THE TRANSPORTATION OF NONPUBLIC STUDENTS, DISTRICT TORT LIABILITY, TRANSPORTATION FOR NONEDUCATIONAL USES, AND THE EXTENT AND WEIGHT OF STATE AGENCY AUTHORITY OVER TRANSPORTATION PROGRAMS. AN ANNOTATED LIST OF 90 RELEVANT COURT DECISIONS AND A BIBLIOGRAPHY OF 61 CITATIONS ARE INCLUDED. [TABLES 5-10, 12-16 MAY BE OF POOR QUALITY IN HARD COPY DUE TO SMALL PRINT.] (JH)

ED034320 EA002688
A CROSS NATIONAL STUDY OF THE RELATIVE INFLUENCE OF SCHOOL EDUCATION: A CAUSAL ANALYSIS. LANGTON, KENNETH P.; KARNS, DAVID A., JUN 69, 81P.

THIS STUDY EXAMINES, WITHIN A SINGLE MODEL, THE RELATIVE INFLUENCE OF FAMILY, SCHOOL, AND WORK GROUP PARTICIPATION UPON DIFFERENT LEVELS OF POLITICAL EFFICACY AND PARTICIPATION WITHIN A DEVELOPMENTAL CONTEXT. THE STUDY IS A PRELIMINARY ANALYSIS BECAUSE ONLY DATA FOR THE U.S.A., GREAT BRITAIN, GERMANY, ITALY, AND MEXICO WERE OBTAINABLE. GUTTMEN-TYPE SCALES WERE GENERATED FOR NONPOLITICAL FORMS OF PARTICIPATION IN FAMILY, SCHOOL, AND WORK GROUP AS WELL AS FOR POLITICAL EFFICACY AND PARTICIPATION. SIGNIFICANT NONLINEARITY OF THE RELATIONSHIPS BETWEEN DEPENDENT AND INDEPENDENT VARIABLES SUGGESTED THE USE OF THE "DEPENDENCY ANALYSIS" FORM OF CAUSAL MODELING IN PLACE OF PATH COEFFICIENT ANALYSIS. DISCUSSION OF THE MANY FINDINGS IS EXTENSIVE. (DE)

ED034324 EA002711
EVALUATION AND THE IMPROVEMENT OF COMPENSATORY EDUCATIONAL PROGRAMS. SEP 69, 28P.

THE DEFINITION OF EVALUATION AS THE COLLECTION AND INTERPRETATION OF SYSTEMATIC INFORMATION ABOUT THE EFFECTIVENESS OF ALTERNATIVE EDUCATIONAL PRACTICES SUGGESTS SEVERAL FUNCTIONS OF EVALUATION IN EDUCATION, INCLUDING: (1) ASSESSMENT OF THE NEEDS OF LEARNERS, (2) EVALUATION OF PROGRAM PLANS, (3) ASSESSMENT OF CONGRUENCE BETWEEN PLANS AND ACTUAL PRACTICE, (4) IMPROVEMENT OF OPERATING PROGRAMS, AND (5) CERTIFICATION OF OPERATING PROGRAMS. TO THE NEGLECT OF THE FIRST FOUR FUNCTIONS, EVALUATIONS OF ESEA TITLE I PROGRAMS HAVE BEEN PRIMARILY RESTRICTED TO THE PROGRAM CERTIFICATION FUNCTION. FIVE PROPOSALS ARE ADVANCED FOR IMPROVING THE EVALUATION OF COMPENSATORY EDUCATIONAL PROGRAMS

ED034331 EC004286
OPERATION BRIDGE MAR 69, 85P.

A 6-WEEK EXPERIMENTAL DEMONSTRATION PROGRAM WAS PROVIDED FOR 90 NEUROLOGICALLY IMPAIRED CHILDREN WITH SEVERE LEARNING PROBLEMS TO BRIDGE THE GAP BETWEEN SCHOOL TERMS AND TO PROVIDE LEARNING EXPERIENCES FOR TEACHERS, TEACHER-TRAINEES, AND PARENTS. THE STAFF AT EACH OF THREE HOST SCHOOLS CONSISTED OF FIVE MASTER TEACHERS, FIVE COLLEGE STUDENTS, PLUS A FULL TIME PSYCHOLOGIST AND A PUPIL PERSONNEL WORKER TO CONDUCT PARENT AND SIBLING DISCUSSION GROUPS AND TO AID THE STAFF. THE CHILDREN HAD ENRICHMENT ACTIVITIES IN READING, LANGUAGE DEVELOPMENT, MOTOR DEVELOPMENT, MANIPULATION, AND ARTS AND CRAFTS. ON PRE- AND POST-PROJECT EVALUATIONS OF SOCIAL, EMOTIONAL, AND ACADEMIC LEVEL OF FUNCTIONING

ED034380 EF003678
MINUTES OF THE BIDDING PROCEDURES SYMPOSIUM SPONSORED BY THE UNIVERSITY OF NEW MEXICO [NEW MEXICO UNION THEATER, NOVEMBER 3, 1965]. NOV 65, 31P.

THE ISSUES AND PROBLEMS CONCERNING CONSTRUCTION BIDDING PROCEDURES WHICH ARE DISCUSSED IN THE OPENING REMARKS OF THE PANEL MEMBERS ARE REFLECTIVE OF THEIR OCCUPATIONS--OWNER, ARCHITECT, CONSULTING ENGINEER, GENERAL CONTRACTOR, SUBCONTRACTOR, AND ATTORNEY. A PANEL EXCHANGE AND COMMENTS FROM THE FLOOR ARE PRESENTED IN ADDITION TO THE PROPOSED ACTION FOR SETTING UP A CONTINUING BOARD OF STUDY. (FS)

ED034384 EF003730
MODIFICATION OF EDUCATIONAL EQUIPMENT AND CURRICULUM FOR MAXIMUM UTILIZATION BY PHYSICALLY DISABLED PERSONS. THE TRANSPORTATION OF PHYSICALLY DISABLED STUDENTS. YUKER, HAROLD E.; AND OTHERS, 67, 38P.

GUIDELINES FOR THE TRANSPORTING OF PHYSICALLY HANDICAPPED CHILDREN TO SCHOOL ARE GIVEN ALONG WITH THE TYPES OF VEHICLES, SELECTION AND TRAINING OF DRIVERS, PROBLEMS OF TRAVELING TIME, AND ADMINISTRATION AND FINANCING OF A TRANSPORTATION SERVICE. VEHICLES DESCRIBED AND COMPARED INCLUDE STANDARD SCHOOL BUSES, ADAPTED BUSES, VANS AND COMPACT BUSES, TAXIS, AUTOMOBILES, AND STATION WAGONS. THE QUALIFICATIONS, SELECTION, DUTIES, AND RESPONSIBILITIES OF MOTOR VEHICLE DRIVERS ARE OUTLINED. A REFERENCE LIST AND APPENDIX IS INCLUDED. (TG)

ED034399 EM007543
TEACHING MACHINES AND PROGRAMMED INSTRUCTION. SOME FACTORS TO CONSIDER IN IMPLEMENTATION. RESEARCH MEMORANDUM. AUG 61, 82P.
DOCUMENT NOT AVAILABLE FROM EDRS.

PROGRAMED INSTRUCTION IS DEFINED HERE AS THE USE OF A SET OF ENGINEERING TECHNIQUES FOR APPLYING LEARNING PRINCIPLES IN AN INSTRUCTIONAL SITUATION. MILITARY COMMANDERS AND THEIR STAFF WHO MAY BE INTERESTED IN PROGRAMED INSTRUCTION FOR THEIR TRAINING PROGRAMS ARE OFFERED A GENERAL VIEW OF WHAT IS INVOLVED IN AUTOMATING INSTRUCTION. THE QUALIFICATION FOR A POTENTIAL PROGRAMER ARE NOTED AND HIS TRAINING IS DISCUSSED. PROGRAM PREPARATION IS DESCRIBED

ED034405 EM007559
SECOND ANNUAL REPORT, FISCAL YEAR 1967 FEB 69, 78P.
DOCUMENT NOT AVAILABLE FROM EDRS.

TITLE II OF THE ELEMENTARY AND SECONDARY EDUCATION ACT (ESEA) PROVIDES DIRECT FEDERAL ASSISTANCE FOR THE ACQUISITION OF SCHOOL LIBRARY RESOURCES, TEXTBOOKS, AND OTHER INSTRUCTIONAL MATERIALS FOR THE USE OF CHILDREN AND TEACHERS IN PUBLIC AND PRIVATE ELEMENTARY AND SECONDARY SCHOOLS. THIS REPORT DESCRIBES HOW THE 50 STATES, THE DISTRICT OF COLUMBIA, GUAM, PUERTO RICO, THE TRUST TERRITORY OF THE PACIFIC ISLANDS, THE VIRGIN ISLANDS, AND THE DEPARTMENT OF THE INTERIOR (FOR THE CHILDREN AND TEACHERS IN SCHOOLS OPERATED FOR INDIAN CHILDREN) UTILIZED FUNDS FOR THE FISCAL YEAR 1967. DATA WAS GATHERED FROM ANNUAL REPORTS SUBMITTED BY PARTICIPATING EDUCATIONAL SYSTEMS AND ANALYZED. THE FINANCIAL REPORT SHOWS EXPENDITURES IN THE VARIOUS CATEGORIES DURING THE PREVIOUS FISCAL YEAR. THE STATISTICAL REPORT PROVIDES DATA ON PERSONNEL AND MATERIAL ACQUIRED, PROGRAM ACCOMPLISHMENTS AND THE DEGREE OF NEED FOR CONTINUING FINANCIAL SUPPORT. THE NARRATIVE REPORT SUMMARIZES AND EVALUATES THE PROGRAM, DESCRIBING ACHIEVEMENTS MADE POSSIBLE THROUGH TITLE II AND IDENTIFYING PROBLEMS. REPORTS ON SPECIAL PURPOSE GRANTS PROJECTS FUNDED UNDER ESEA TITLE II ARE INCLUDED. THE APPRENDIX CONTAINS TABLES OF STATISTICAL INFORMATION AND THE FORMS USED TO COLLECT INFORMATION. [NOT AVAILABLE IN HARD COPY DUE TO MARGINAL LEGIBILITY OF ORIGINAL DOCUMENT.] (JY)

ED034407 EM007566
CLOSED CIRCUIT TELEVISION MODEL PROGRAM. JUN 69, 60P.

THE RESOURCES OF CLOSED CIRCUIT TELEVISION CAN IMPROVE TEACHING AND LEARNING IN SCHOOLS. THREE JUNIOR HIGH SCHOOLS IN ARLINGTON HEIGHTS, ILLINOIS HAVE INAUGURATED A CLOSED CIRCUIT TELEVISION MODEL PROGRAM. THE PROGRAM'S OBJECTIVES ARE IMPROVEMENT OF THE QUALITY OF STANDARD TEACHER-LESSON PRESENTATIONS, REDIRECTION OF TEACHER TIME AND ENERGY TO INDIVIDUAL STUDENT HELP, EXPANSION OF STUDENTS' EDUCATIONAL EXPERIENCES, IMPROVEMENT OF TEACHER COMPETENCY, IMPLEMENTATION OF NEW CURRICULAR OFFERINGS, ENCOURAGEMENT OF THE TEAM APPROACH TO PLANNING, RELEASING OF TEACHERS FROM CLASSROOM RESPONSIBILITIES TO PREPARE AND RECORD VIDEO TAPES, PROVISION OF A MEANS FOR TEACHERS TO COMPARE THEIR TEACHING PERFORMANCE WITH PREVIOUS PERFORMANCE AND WITH OTHER TEACHERS' PERFORMANCE (THUS BRINGING ABOUT A MORE FAVORABLE ATTITUDE TOWARD SELF-ASSESSMENT), AND MORE EFFICIENT USE OF STUDENT TIME. EXTENSIVE SUMMER WORKSHOPS HAVE TRAINED PARTICIPANTS TO PREPARE VIDEO TAPES TO BE USED IN THE COMING SCHOOL YEAR AND TO FURTHER EXPLORE AND DEVELOP NEW TECHNIQUES TO BE USED IN CLOSED CIRCUIT TELEVISION. OTHER PROGRAM ACTIVITIES ARE DISSEMINATION OF INFORMATION, AN INCLUSIVE DEMONSTRATION PROGRAM FOR VISITORS, CONSULTING SERVICES, AND EXTENSIVE SELF-EVALUATION. (MM)

ED034410 EM007572
COMPUTER AIDED INSTRUCTION FOR A COURSE IN BOOLEAN ALGEBRA AND LOGIC DESIGN. FINAL REPORT (REVISED). AUG 68, 21P.

THE USE OF COMPUTERS TO PREPARE DEFICIENT COLLEGE AND GRADUATE STUDENTS FOR COURSES THAT BUILD UPON PREVIOUSLY ACQUIRED INFORMATION WOULD SOLVE THE GROWING PROBLEM OF PROFESSORS WHO MUST SPEND UP TO ONE THIRD OF THEIR CLASS TIME IN REVIEW OF MATERIAL. BUT EXAMINATION OF STUDENTS WHO WERE TAUGHT BOOLEAN ALGEBRA AND LOGIC DESIGN BY MEANS OF COMPUTER ASSISTED INSTRUCTION (CAI), IN COMPARISON WITH STUDENTS WHO HAD THE CONVENTIONAL CLASSROOM INSTRUCTION, SHOWED THAT THE CONTROL GROUP'S RETENTION OF CONCEPTUAL MATERIAL WAS MARKEDLY SUPERIOR. FURTHER DRAWBACKS TO CAI ARE THE ENORMOUS EFFORT REQUIRED TO PREPARE EVEN THE SIMPLEST COURSE MATERIAL, THE LARGE COST OF BOTH HARDWARE AND SOFTWARE, EXTREMELY DIFFICULT MAN-MACHINE COMMUNICATION, POOR SOFTWARE SUPPORT FROM IBM, THE INABILITY OF THE MACHINE TO JUDGE PARTIALLY CORRECT ANSWERS AND TO ASCERTAIN WHETHER THE STUDENT HAS SUCCESSFULLY GRASPED THE CONCEPT INVOLVED, DECREASED STUDENT CONCENTRATION SPAN, INEFFICIENT USE OF STUDENT TIME, THE LACK OF AN INDEXING SYSTEM TO COMPENSATE FOR THE FORWARD-STRUCTURED SYSTEM, AND THE UNDUE COMPLEXITY WHICH REQUIRES A STUDENT TO WORK WITH SEVERAL MEDIA SIMULTANEOUSLY. THE CONCLUSION THAT CAI IS UNSUITABLE FOR ENGINEERING EDUCATION IS NARROW DUE TO EXPERIMENTAL CONDITIONS. (MM)

ED034418 EM007581
THE APPLICATION OF TECHNOLOGY TO EDUCATION. 69, 39P.
DOCUMENT NOT AVAILABLE FROM EDRS.

A SYMPOSIUM WAS SPONSORED BY THE AMERICAN SOCIETY FOR ENGINEERING EDUCATION

ED034433 EM007612
COMPUTER-ASSISTED INSTRUCTION: A BOOK OF READINGS. ATKINSON, RICHARD C., ED.; WILSON, H. A., ED., 69, 362P.
DOCUMENT NOT AVAILABLE FROM EDRS.

THE EDITORS HAVE BROUGHT TOGETHER 21 PAPERS REFLECTING THE CURRENT TRENDS IN RESEARCH AND DEVELOPMENT IN COMPUTER ASSISTED INSTRUCTION (CAI). THE PAPERS WERE SELECTED TO BE READABLE AND OF GENERAL INTEREST TO STUDENTS WITHOUT A BACKGROUND IN CAI. THE FIRST FOUR PAPERS DEAL WITH THE ROLE OF COMPUTERS IN EDUCATION, NOW AND IN THE FUTURE. THREE PAPERS ARE OFFERED ON THE TOPIC OF A SYSTEMS ANALYSIS APPROACH TO THE DEVELOPMENT OF INDIVIDUALIZED INSTRUCTION. AN ATTEMPT TO USE OPTIMUM LEARNING STRATEGIES IN A CAI PROGRAM AND A LEARNER CONTROLLED PROGRAM IN STATISTICS ARE DESCRIBED. THREE PAPERS DESCRIBE ATTEMPTS TO UTILIZE CAI IN LANGUAGE INSTRUCTION. PROGRAMS DEVELOPED FOR CAI TESTING AND DRILLING ARE DESCRIBED. REPORTS ON CAI PROGRAMS IN USE IN PHILADELPHIA AND NEW YORK CITY ARE PRESENTED. FOUR PAPERS COVER THE DEVELOPMENT OF PROGRAMING SUITABLE FOR CAI PURPOSES. THE COSTS OF CAI ARE COMPARED WITH THOSE OF TRADITIONAL EDUCATION. EACH PAPER CONTAINS A REFERENCE LIST OF RELEVANT DOCUMENTS. A COLLECTION OF DATA TABLES IS APPENDED. (JY)

ED034589 PS002598
STAFFING PRESCHOOLS: BACKGROUND INFORMATION. KATZ, LILIAN G.; WEIR, MARY K., MAR 69, 8P.

THIS REPORT EXPLORES BACKGROUND VARIABLES RELATED TO PRESCHOOL TEACHING, AND EMPHASIZES THAT STATISTICS FLUCTUATE IN EARLY CHILDHOOD EDUCATION. THE INCREASE FOR PREPRIMARY ENROLLMENT OF 3- AND 4-YEAR-OLDS WAS 26 PERCENT FROM 1966 TO 1967. ACCURATE FIGURES ON PRESCHOOL TEACHING PERSONNEL ARE NOT AVAILABLE, BUT A LARGE PROPORTION OF HEAD START TEACHERS HAD LESS THAN 6 MONTHS EXPERIENCE WITH YOUNG CHILDREN BEFORE EMPLOYMENT. HOWEVER, ONE THIRD OF HEAD START PROFESSIONAL STAFF AND ALMOST TWO THIRDS OF PROGRAM ASSISTANTS WERE DRAWN FROM MINORITY GROUPS. CERTIFICATION AND CREDENTIALING VARY WIDELY FROM STATE TO STATE. NURSERY SCHOOL TEACHERS ARE REQUIRED TO HOLD CERTIFICATES IN ONLY 19 STATES, ALTHOUGH PRESCHOOL PROGRAMS RECEIVING FEDERAL FUNDS MUST HIRE TEACHERS WITH TRAINING OR ABILITY IN CHILD CARE. TEACHER TRAINING PROGRAMS IN COLLEGES REFLECT INADEQUATE CREDENTIALING REGULATIONS. THE PRESENT GROWTH RATE SUGGESTS DOUBLE ENROLLMENT OF PRESCHOOL CHILDREN BY 1972. IT IS CONCLUDED THAT THE CRITICAL SHORTAGE OF TRAINED PRESCHOOL PERSONNEL WILL CONTINUE TO GROW. (DR)

ED034610 RC003853
SALEM MODEL SCHOOL: A PROGRAM OF INDIVIDUALIZED INSTRUCTION IN A BUILDING ACCENTING ACCESSIBILITY AND FLEXIBILITY. [66], 286P.

EDUCATIONAL NEEDS IN THE REMOTE RURAL AREAS OF AMERICA ARE PROFOUND. THE SPARSITY OF POPULATION CAUSES TRANSPORTATION PROBLEMS AND HINDERS REORGANIZATION. AS A RESULT, THE PRESENT SYSTEM PERMITS, AND IN SOME STATES, ENCOURAGES INDEPENDENT SCHOOL DISTRICTS TO CONTINUE OPERATING WHEN THEIR PROGRAMS ARE INFERIOR EVEN WHEN COMPARED TO MINIMUM STANDARDS OF THE NORTH CENTRAL ACCREDITING AGENCY. THIS REPORT PRESENTS THE BACKGROUND AND PLANS FOR DEVELOPING A RURAL AREA MODEL SCHOOL FOR GRADES 9 THROUGH 12. A PLANNING GRANT FOR THE MODEL SCHOOL WAS FUNDED UNDER TITLE III, ELEMENTARY AND SECONDARY EDUCATION ACT, IN JANUARY 1966. THE EDUCATIONAL SPECIFICATIONS FOR THE MODEL SCHOOL ARE PRESENTED AS A SEPARATE CHAPTER OF THE REPORT. (TL)

ED034615 RC003868
RURAL PEOPLE IN THE AMERICAN ECONOMY. OCT 66, 129P.
HC NOT AVAILABLE FROM EDRS.

AN INITIAL REPORT OF THE ECONOMIC DEVELOPMENT DIVISION ANALYZES RURAL AMERICA FROM A NUMBER OF VIEWPOINTS: SIZE AND CHARACTERISTICS OF THE RURAL POPULATION, WELL-BEING OF THE RURAL POPULATION, WAYS OF LIFE AND MAKING A LIVING, TROUBLED AREAS, CURRENT ECONOMIC CHANGES, AND FUTURE PROSPECTS. THE PUBLICATION DEALS BRIEFLY WITH THE HISTORY OF THE RURAL POPULATION

ED034622 RC003881
BILINGUAL FAMILY SCHOOL PROJECT (ADAIR COUNTY, OKLAHOMA). 69, 8P.

A SURVEY OF EDUCATIONAL NEEDS BY THE SOUTH CENTRAL REGION EDUCATIONAL LABORATORY ASSIGNED HIGH PRIORITY TO PROVISION OF BILINGUAL PRESCHOOL EXPERIENCES FOR CHEROKEE INDIAN CHILDREN AND TO HOME-SCHOOL-COMMUNITY INVOLVEMENT OF THEIR PARENTS. ESTABLISHED IN MARCH 1968, THE BILINGUAL FAMILY SCHOOL IN ADAIR COUNTY, OKLAHOMA, DEVELOPED CRITERION OBJECTIVES FOR LANGUAGE ARTS, MUSIC, ART, SOCIAL STUDIES, SCIENCE, HEALTH, MATH, AND SELF-CONCEPT. THE INSTRUCTIONAL PROGRAM, CONSISTING OF FOUR AND ONE-HALF HOURS OF THE SCHOOL DAY, EMPHASIZED LANGUAGE DEVELOPMENT AND INDIVIDUAL EXPLORATION OF EDUCATIONAL MATERIALS. PARENT ACTIVITIES INCLUDED DAILY EXPOSURE TO THE CHILDRENS' PROGRAM IN ADDITION TO STUDYING THE CHEROKEE LANGUAGE, DEVELOPING TEACHING AIDS, LEARNING HANDCRAFTS, AND RECEIVING INFORMATION ON SANITATION AND NUTRITION. (JH)

ED034625 RC003886
INDIAN EDUCATION: A NATIONAL TRAGEDY--A NATIONAL CHALLENGE. 1969 REPORT OF THE COMMITTEE ON LABOR AND PUBLIC WELFARE, UNITED STATES SENATE, MADE BY ITS SPECIAL SUBCOMMITTEE ON INDIAN EDUCATION. 69, 230P.

SENATE RESOLUTION 165, 90TH CONGRESS, AUTHORIZED AN INVESTIGATION INTO THE EDUCATION OF INDIAN CHILDREN. SUBSEQUENT RESOLUTIONS EXTENDED THE INVESTIGATION, THE RESULTS OF WHICH ARE SYNTHESIZED IN THIS REPORT. HISTORICAL DISCUSSION OF NATIONAL POLICY TOWARD THE AMERICAN INDIAN, THE EFFECTS OF FEDERAL LEGISLATION, AND THE FAILURES OF FEDERAL SCHOOLS ARE PRESENTED. PUBLIC SCHOOL FINDINGS INCLUDED THE LACK OF INDIAN PARTICIPATION OR CONTROL

ED034665 RE002330
THE RIGHT TO READ--CHALLENGE FOR LOCAL LEADERSHIP. 3 OCT 69, 11P.

IN A COUNTRY BESET WITH CONFRONTATION AND DIVISION--SOME OF IT OVER THE QUALITY OF EDUCATION--EDUCATORS SHOULD CONSIDER AS A BASIC NEED, THE RIGHT OF EVERY STUDENT TO READ. WITH TAXPAPERS CONCERNED ABOUT THE COST OF EDUCATION, EDUCATORS NEED TO MAKE CERTAIN THAT PRESENT ALLOTMENTS GO TO PRIORITY NEEDS, WHICH SURELY INCLUDE ALLEVIATING THE TRAGIC BUT CHALLENGING DEGREE OF READING DIFFICULTY MANIFEST BY AN ESTIMATED 10 MILLION AMERICAN CHILDREN. WHILE AIMING AT THE LIFE STYLE OF THE STUDENT--PARTICULARLY THE STUDENT IN THE GHETTO--IN TERMS OF READING INTERESTS, EDUCATORS SHOULD BE LESS DEFENSIVE, VAGUE, AND SECRETIVE ABOUT THEIR PROGRAM RESULTS. WHILE APPLYING THE ECLECTICALLY BALANCED APPROACH REQUIRED IN EACH TEACHING SITUATION, THEY SHOULD STRIVE FOR MORE RESULTS

ED034804 UD003299
"ASSIMILATION THRU CULTURAL UNDERSTANDING", HOBOKEN, NEW JERSEY. A REPORT. AUG 69, 64P.

THIS ELEMENTARY AND SECONDARY EDUCATION ACT TITLE III PROJECT AIMED AT ASSIMILATING FOREIGN BORN AND PUERTO-RICAN CHILDREN IN THE HOBOKEN, NEW JERSEY PUBLIC SCHOOL SYSTEM. EIGHT PROGRAMS ARE DESCRIBED: TWO-WEEK STAFF VISITS TO PUERTO-RICAN SCHOOLS, TEACHER EXCHANGES BETWEEN HOBOKEN AND PUERTO RICAN SCHOOL SYSTEMS, INSERVICE COURSE FOR TEACHING STUDENTS WITH ENGLISH HANDICAPS, DEVELOPMENT OF SUITABLE INSTRUCTIONAL MATERIALS, HUMAN RESOURCE CENTER, DAILY ORIENTATION PROGRAMS, EXPERIMENTAL BILINGUAL CLASSES, AND A BILINGUAL STUDENT AIDE PROGRAM. (KG)

ED034814 UD009284
"THE RACIAL BALANCE PLAN", WHITE PLAINS, NEW YORK. A REPORT. [68], 47P.

THIS REPORT PRESENTS BOTH A DESCRIPTION OF THE WHITE PLAINS RACIAL BALANCE PLAN AND AN EVALUATION RESTING HEAVILY ON PUPIL ACHIEVEMENT DATA. AREAS COVERED INCLUDE: BACKGROUND INFORMATION, STUDENT POPULATION AND FACILITIES, PERSONNEL, OBJECTIVES, IMPLEMENTATION AND MODIFICATION OF THE PLAN, REMEDIAL INSTRUCTION, POPULATION STABILITY, PARENT AND TEACHER OPINION SURVEYS, PUPIL ATTITUDES AND BEHAVIOR, ANALYSIS OF COMPARATIVE ACADEMIC ACHIEVEMENT BEFORE AND AFTER INSTITUTION OF THE PLAN, AND FINANCE. (KG)

ED034816 UD009294
EDUCATION FOR TODAY'S STUDENTS. PROCEEDINGS OF THE ANNUAL CONFERENCE (7TH, WASHINGTON, D.C., MARCH 30, 31, APRIL 1, 1969). 69, 96P.
DOCUMENT NOT AVAILABLE FROM EDRS.

THE NATIONAL COMMITTEE FOR SUPPORT OF THE PUBLIC SCHOOLS FOCUSED ON THE CLAIMS OF STUDENTS AND PARENTS AT ITS SEVENTH ANNUAL CONFERENCE. TOPICS COVERED WERE STUDENT UNREST, COMMUNITY INVOLVEMENT, RELEVANT ISSUE ORIENTED APPROACH TO SOCIAL STUDIES, INSTRUCTIONAL TELEVISION, STUDENT-RUN EDUCATIONAL EXPERIMENTS, SCHOOL MANAGEMENT, CLASSROOM ENVIRONMENT, AND MODERN CONCEPTS OF CHILDHOOD COMPARED TO THOSE OF PRE-INDUSTRIAL EUROPE. NOTABLE SPEAKERS WERE DR. ROBERT COLES, DR. LAWRENCE FUCHS AND RHODY MCCOY. (KG)

ED034825 UD009330
TITLE I ESEA: ANNUAL REPORT, 1966-67. [67], 38P.
HC NOT AVAILABLE FROM EDRS.

THIS REPORT, AN ANNUAL EVALUATION OF MISSISSIPPI'S ELEMENTARY AND SECONDARY EDUCATION ACT TITLE I PROGRAM, IS COMPRISED OF THREE SECTIONS. SECTION I PRESENTS A GENERAL ANALYSIS OF TITLE I, AND A DESCRIPTION OF ACTIVITIES AND METHODS. SECTIONS II AND III ARE COMPLETELY DEVOTED TO TABULATIONS. IN SECTION II APPEAR TABLES REFLECTING SURVEYS AND FINDINGS COVERING THE FOLLOWING AREAS: ENROLLMENT AND AVERAGE DAILY ATTENDANCE

ED034826 UD009331
STATE ANNUAL EVALUATION REPORT, TITLE I, ESEA, FISCAL YEAR 1967. DEC 67, 67P.

THIS FOUR-SECTION REPORT IS AN EVALUATION OF EDUCATIONAL PROGRAMS IN THE STATE OF CONNECTICUT. THE MAJOR ACHIEVEMENTS LISTED AS MADE POSSIBLE ARE: 30 PROGRAMS FOR CHILDREN OF PRESCHOOL AGE, 80 ADDITIONAL SUMMER PROGRAMS FOR DEPRIVED YOUTH, SPECIAL INSTRUCTIONS IN BASIC SKILLS FOR THE LATTER CHILDREN, INCREASED SPECIAL LANGUAGE ASSISTANCE FOR CHILDREN WITH ENGLISH LANGUAGE DIFFICULTIES, IMPROVEMENT OF ATTITUDES TOWARD SCHOOL IN DEPRIVED CHILDREN, USE OF NON-PROFESSIONAL PERSONNEL IN SUPPLEMENTING PROGRAMS, MEANINGFUL PARENT PARTICIPATION, AND COOPERATION BETWEEN PUBLIC AND NON-PUBLIC SCHOOL PERSONNEL.

A DESCRIPTION OF ACTIVITIES AND METHODS USED AND MAJOR PROBLEMS COMPLETES SECTION I. SECTION II DEALS WITH ATTENDANCE, DROPOUTS, STANDARDIZED TEST RESULTS, AND CONTINUING EDUCATION DATA. THE MOST OUTSTANDING PROJECTS OF THE YEAR, AND TITLE I AMENDMENT PROGRAMS ARE DESCRIBED IN SECTION III. THE FINAL SECTION LISTS A REPRESENTATIVE SAMPLE OF TITLE I PROJECT EVALUATIONS, FOLLOWED BY AN ATTACHMENT GIVING THE SAMPLE FORMAT USED IN THE PREPARATION OF THIS EVALUATION. (RJ)

ED034888 VT009993
NOTES AND WORKING PAPERS FROM THE NATIONAL CONFERENCE ON COOPERATIVE VOCATIONAL EDUCATION FEB 69, 204P.

ABOUT 200 REPRESENTATIVES OF BUSINESS, INDUSTRY, LABOR, GOVERNMENT, EDUCATION, AND COMMUNITY INTERESTS FROM ACROSS THE NATION PARTICIPATED IN THE CONFERENCE WHICH WAS PLANNED TO PROVIDE FOR FURTHER DEVELOPMENT OF UNDERSTANDINGS, ABILITIES, SKILLS AND APPRECIATIONS OF THOSE PERSONS RESPONSIBLE FOR COMPREHENSIVE PROGRAMS OF VOCATIONAL-TECHNICAL EDUCATION. THE REPORT INCLUDES A CHART WHICH OUTLINES THE PROVISIONS OF PUBLIC LAW 90-576 RELATING TO COOPERATIVE VOCATIONAL EDUCATION, ABSTRACTS OF MAJOR PAPERS, RECOMMENDATIONS REGARDING CLARIFICATION OF STATE PLAN REQUIREMENTS UNDER PART G OF SECTION 173 OF THE 1968 AMENDMENTS, AND RECOMMENDATIONS FOR PLANNING AND OPERATING COOPERATIVE PROGRAMS. MAJOR PAPERS PRESENTED BY THE CONSULTANTS INCLUDE: (1) CONGRESSIONAL EXPECTATIONS OF COOPERATIVE VOCATIONAL EDUCATION, (2) THE SILENT FIELD AND THE DARK SUN, (3) THE EMPLOYER'S ROLE IN COOPERATIVE OCCUPATIONAL EDUCATION, (4) THE SCHOOL'S ROLE IN COOPERATIVE OCCUPATIONAL EDUCATION, (5) THE COMMUNITY ROLE IN COOPERATIVE VOCATIONAL EDUCATION, (6) A COMPARATIVE STUDY OF TWO CONCURRENT WORK-EDUCATION MODELS IN AGRICULTURE, AND (7) AN ABSTRACT OF "INTERPRETIVE STUDY OF COOPERATIVE EFFORTS OF PRIVATE INDUSTRY AND THE SCHOOLS TO PROVIDE JOB-ORIENTED EDUCATION PROGRAMS FOR THE DISADVANTAGED." (JK)

ED034903 AA000468
SCHOOL ASSISTANCE IN FEDERALLY AFFECTED AREAS. A STUDY OF PUBLIC LAWS 81-874 AND 81-815. FINAL REPORT. HOVEY, HAROLD A.; AND OTHERS. DEC 69, 181P.

THE IMPACTED AID PROGRAM HAS BEEN CONTROVERSIAL SINCE ITS INCEPTION. THE CONGRESS HAS BROADENED THE COVERAGE OF THE PROGRAM PERIODICALLY TO THE POINT WHERE IT NOW REACHES SCHOOL DISTRICTS ACCOUNTING FOR HALF OF ALL PUBLIC ELEMENTARY AND SECONDARY SCHOOL ENROLLMENT IN THE UNITED STATES. IN THE FISCAL 1969 BUDGET, THE ADMINISTRATION REQUESTED AND CONGRESS PROVIDED FOR A STUDY OF THE IMPACTED AREAS PROGRAM. THIS STUDY IS AS BROAD AS THE LEGISLATION ITSELF, REFLECTING ALL FACETS OF ASSISTANCE UNDER P.L. 81-874 AND P.L. 81-815. THIS REPORT PRESENTS THE RESULTS OF THE STUDY. THE STUDY PROVIDES AN OVERVIEW OF THE CONCLUSIONS AND RECOMMENDATIONS. THE ANALYSIS LEADING TO THESE CONCLUSIONS AND DETAILS OF THE RECOMMENDED PROGRAM ARE PRESENTED IN THE BODY OF THE REPORT. THE RECOMMENDED PROGRAM, IF ACCEPTED, WILL BE QUITE SIMPLE TO ADMINISTER. (ON)

ED034904 AA000469
STATE LEGISLATION FOR CHILDREN WITH LEARNING DISABILITIES. CEC STATE-FEDERAL INFORMATION CLEARINGHOUSE FOR EXCEPTIONAL CHILDREN SERIES ON GOVERNMENT AND THE EXCEPTIONAL CHILD, VOLUME I. JAN 70, 62P.

THE FIRST IN A SERIES OF REPORTS ON THE EXCEPTIONAL CHILD AND GOVERNMENT, THE PUBLICATION IS COMPILED FROM THE LAWS OF THE 50 STATES AND IS SPECIFICALLY DIRECTED TO THE CHILD WITH LEARNING DISABILITIES. NOT INCLUDED ARE THE LAWS OF STATES IN WHICH THE LEARNING DISABLED RECEIVE SERVICES WHEN NO SPECIFIC LEGAL PROVISIONS ARE MADE (AN UMBRELLA LAW COVERS ALL EXCEPTIONAL CHILDREN) OR WHEN SERVICES HAVE BEEN EXTENDED BY BROADENING LEGAL LABELS SUCH AS "CRIPPLED," "MALADJUSTED," OR "HEALTH IMPAIRED." THE DOCUMENT IS UPDATED THROUGH 1969

ED035065 EA002584
PROGRAM BUDGETING AND THE SCHOOL ADMINISTRATOR: A REVIEW OF DISSERTATIONS AND ANNOTATED BIBLIOGRAPHY. REVIEW SERIES, NUMBER TWO. PIELE, PHILIP K.; BUNTING, DAVID G., SEP 69, 50P.

THIS PAPER REVIEWS THE RESEARCH FINDINGS OF RECENT DOCTORAL DISSERTATIONS ON PROGRAM BUDGETING IN EDUCATION AND DESCRIBES THE PRACTICAL APPLICATIONS OF THESE FINDINGS FOR SCHOOL ADMINISTRATION. ORGANIZED IN NINE CHAPTERS, THE REVIEW DISCUSSES THE PROBLEMS AND SHORTCOMINGS ASSOCIATED WITH BOTH TRADITIONAL AND PROGRAM BUDGETING TECHNIQUES, AND DESCRIBES THE POSITIVE AND NEGATIVE REACTIONS OF ADMINISTRATORS WHO HAVE HAD EXPERIENCE WITH PROGRAM BUDGETING. THE INTRODUCTORY CHAPTER PROVIDES AN ILLUSTRATION OF THE BASIC PRINCIPLES OF PROGRAM BUDGETING. CHAPTERS EIGHT AND NINE INCLUDE SPECIFIC EXAMPLES OF THE USE OF PROGRAM BUDGETING IN COMPARING, ALLOCATING, AND PLANNING THE COSTS OF EDUCATIONAL OBJECTIVES. THE ANNOTATED BIBLIOGRAPHY LISTS 22 RELEVANT DISSERTATIONS RECEIVED BY DISSERTATION ABSTRACTS FROM 1964 TO 1968. (JH)

ED035069 EA002647
RECOMMENDATIONS TO THE COLUMBUS BOARD OF EDUCATION ON PROBLEMS FACING THE COLUMBUS PUBLIC SCHOOLS 15 JUN 68, 392P.

THE OHIO STATE UNIVERSITY ADVISORY COMMISSION ON PROBLEMS FACING THE COLUMBUS PUBLIC SCHOOLS BEGAN ITS LABORS IN MARCH 1968. A STUDY TEAM WAS APPOINTED THAT PROVIDED THE ADVISORY COMMISSION WITH AN EXTENSIVE REPORT ON PROBLEMS OF THE COLUMBUS SCHOOL SYSTEM AND RECOMMENDATIONS RELATED TO EACH. STEPS WERE SUGGESTED TO ASSIST WITH IMPLEMENTATION. DESCRIPTIONS OF THE RESEARCH PRACTICES AND PROCEDURES FOLLOWED BY THE STUDY TEAM WERE ALSO REPORTED. THIS DOCUMENT CONTAINS THE REPORT OF THE ADVISORY COMMISSION TOGETHER WITH COMPLETE REPORTS FROM THE ADVISORY COMMISSION AND THE STUDY TEAM. [FIGURES 2, 3, AND 4 MAY BE OF POOR QUALITY WHEN REPRODUCED IN HARD COPY DUE TO SMALL PRINT.] (DE)

ED035076 EA002662
NON-URBAN SCHOOL BOARDS AND THE PROBLEM OF URBAN EDUCATION. 23 OCT 67, 9P.

AN EFFECTIVE ATTACK ON THE MASSIVE PROBLEMS OF URBAN EDUCATION IN NEW YORK WILL REQUIRE MAXIMUM COOPERATION AMONG ALL SCHOOL BOARD MEMBERS, REGARDLESS OF THEIR LOCATION IN THE STATE. AS AGENTS OF THE STATE, ALL SCHOOL BOARD MEMBERS ARE LEGALLY RESPONSIBLE TO ALL CITIZENS OF THE STATE. AS CITIZENS, BOARD MEMBERS SHOULD BE AWARE THAT POPULATION PATTERNS POINT TO AN INCREASINGLY CROWDED AND COMPLEX FUTURE. CITIES WILL BE EITHER CENTERS OF CULTURE AND HOPE OR PLACES OF CONFLICT AND DESPAIR, DEPENDING ON THE CONTEMPORARY RESPONSE TO URBAN PROBLEMS. IN THIS INCREASINGLY INTERDEPENDENT SOCIETY, ALL BOARD MEMBERS MUST SHARE IN THE RESPONSIBILITY FOR OBTAINING "EQUALITY OF EDUCATIONAL OPPORTUNITY" FOR CHILDREN ATTENDING URBAN SCHOOLS. (JH)

ED035081 EA002677
NEW DIMENSIONS IN SCHOOL BOARD LEADERSHIP 69, 123P.

A 4-DAY SEMINAR, FUNDED BY ESEA TITLE III, STUDIED THE APPROPRIATE ROLE OF THE AMERICAN SCHOOL BOARD IN THE PRESENT CLIMATE OF CHANGE, AND THE FUTURE ROLE OF THE SCHOOL BOARD. EDUCATIONAL AUTHORITIES WERE ASKED TO PREPARE POSITION PAPERS FOR THE SEMINAR AND PERSONS WITH EXPERIENCE AT THE LOCAL BOARD LEVEL WERE INVITED TO RESPOND CANDIDLY TO ALL SEMINAR PRESENTATIONS. PART I OF THIS REPORT CONTAINS SIX PAPERS PREPARED FOR THE SEMINAR, COVERING SUCH TOPICS AS PROBLEMS OF DECENTRALIZATION, FISCAL POLICIES, URBAN SCHOOLS, AND SCHOOL BOARD LEADERSHIP. EIGHT BROAD IDEAS ON NEW REQUIREMENTS FOR EFFECTIVE LEADERSHIP ARE OFFERED FOR CONSIDERATION BY THE EDUCATIONAL LEADERSHIP COMMUNITY. PART II IS A WORKBOOK THAT PROVIDES TOPICS AND QUOTATIONS FOR FURTHER DISCUSSION. (MF)

ED035088 EA002695
PRINCIPLES OF PUBLIC SCHOOL ACCOUNTING. STATE EDUCATIONAL RECORDS AND REPORTS SERIES: HANDBOOK II-B. ADAMS, BERT K.; AND OTHERS, 67, 279P.
HC NOT AVAILABLE FROM EDRS.

THIS HANDBOOK DISCUSSES THE FOLLOWING PRIMARY ASPECTS OF SCHOOL ACCOUNTING: DEFINITIONS AND PRINCIPLES

ED035092 EA002713
A COORDINATED NETWORK OF INSTITUTIONAL RESEARCH WORKSHOPS. FINAL REPORT. SEP 68, 113P.

THIS REPORT DESCRIBES AND EVALUATES TWO 1968 WORKSHOPS ON INSTITUTIONAL RESEARCH HELD IN THE SOUTH AND MIDWEST. THE WORKSHOPS WERE DESIGNED TO PROVIDE SHORT-TERM INTENSIVE TRAINING IN THE PROBLEMS AND TECHNIQUES OF SELECTED AREAS OF INSTITUTIONAL RESEARCH AND TO ALLOW DISCUSSIONS OF THE VARIOUS PHILOSOPHIES OF OPERATING INSTITUTIONAL RESEARCH UNITS. PARTICIPANTS WERE LIMITED TO INDIVIDUALS RECENTLY ASSIGNED RESPONSIBILITY FOR INSTITUTIONAL RESEARCH IN THEIR INSTITUTIONS, OR WHO HAD BEEN DESIGNED TO ASSUME SUCH RESPONSIBILITIES IN THE NEAR FUTURE. MATERIALS USED DURING THE WORKSHOP SESSIONS ARE INCLUDED. (MF)

ED035106 EA002774
WORKSHOP ON PLANNING, IMPLEMENTING AND EVALUATING BALANCED PROGRAMS IN DISTRIBUTIVE EDUCATION. FINAL REPORT. MAY 69, 187P.
HC NOT AVAILABLE FROM EDRS.

THIS WORKSHOP WAS ORGANIZED TO ACQUAINT STATE AND LOCAL OFFICIALS CONCERNED WITH DISTRIBUTIVE EDUCATION AND PLANNING, PROGRAMING, AND BUDGETING TECHNIQUES. THE WORKSHOP WAS DESIGNED TO (1) DEVELOP AN UNDERSTANDING AND APPRECIATION FOR SYSTEMATIC PLANNING AND PROGRAMING TECHNIQUES, (2) DEVELOP AN UNDERSTANDING OF THE SOCIAL AND ECONOMIC PROBLEMS THAT FACE DISTRIBUTIVE EDUCATION, (3) ACQUAINT ITS PARTICIPANTS WITH TYPES OF BASE LINE DATA NEEDED TO DEVELOP BALANCED PROGRAMS, (4) DEVELOP AN UNDERSTANDING OF THE SCOPE OF THE DISTRIBUTIVE EDUCATION PROGRAM INCLUDING PRE-HIGH SCHOOL SERVICES AND INTERDISCIPLINARY APPROACHES, AND (5) DEVELOP A MODEL FOR USE IN PROGRAM DEVELOPMENT AND EVALUATION. CONSULTANTS GAVE PRESENTATIONS COVERING SEVEN MAJOR AREAS OF SYSTEMATIC PROGRAM PLANNING. PARTICIPANTS COMPLETED A WORKSHOP PROBLEM DESIGNED TO TAKE THEM THROUGH A TOTAL PPB EXPERIENCE. THEY PRODUCED A MODEL FOR USE IN PPB FOR DISTRIBUTIVE EDUCATION PERSONNEL. [NOT AVAILABLE IN HARD COPY DUE TO MARGINAL LEGIBILITY OF ORIGINAL DOCUMENT.] (AUTHOR/MF)

ED035108 EA002776
OPTIMUM SCHOOL DISTRICT SIZE. RESEARCH ANALYSIS SERIES, NUMBER ONE. DEC 69, 40P.

THIS PAPER IS INTENDED TO PROVIDE BOTH A FRAMEWORK AND A RATIONALE FOR CONSIDERATION OF THE PROBLEM OF SCHOOL DISTRICT REORGANIZATION. THE PROBLEMS INVOLVED IN DETERMINING OPTIMUM SCHOOL DISTRICT SIZE ARE DISCUSSED AND CHARACTERISTICS OF INADEQUATE DISTRICTS ARE STUDIED. FIVE CRITERIA OF OPTIMUM SIZE ARE DESCRIBED, INCLUDING (1) SCOPE OF PROGRAM, (2) RANGE OF EDUCATIONAL SERVICES, (3) THE COMMUNITY, (4) ADMINISTRATIVE AND INSTRUCTIONAL STAFF, AND (5) THE ECONOMIC BASE. TRENDS IN DISTRICT REORGANIZATION, ESPECIALLY DECENTRALIZATION AND COMMUNITY CONTROL, ARE DISCUSSED AND A TABLE IS INCLUDED THAT SUMMARIZES, FROM RESEARCH LITERATURE, RECOMMENDATIONS FOR OPTIMUM SIZE. THE CONCLUSION OF THE REPORT IS THAT SIZE MUST BE VIEWED AS A VARIABLE AND NOT AS AN ABSOLUTE FACTOR. SITUATIONAL VARIABLES ARE STRONG AND MAY PROFOUNDLY INFLUENCE THE SIZE-QUALITY RELATIONSHIP IN A DISTRICT. (AUTHOR/MF)

ED035109 EA002777
EDUCATION IN COLOMBIA. NOV 68, 382P.

THIS EXTENSIVE REPORT DESCRIBES COLOMBIAN EDUCATION UNDER 86 PRIMARY SUBHEADINGS IN 14 CHAPTERS, AS FOLLOWS: 1) THE NATIONAL SETTING, 2) CULTURAL AND SOCIAL INFLUENCES ON EDUCATION, 3) EDUCATIONAL LANDMARKS AND TRADITIONS, 4) SCHOOL ORGANIZATION AND ADMINISTRATION, 5) PLANNING AND DEVELOPMENT, 6) PRESCHOOL AND ELEMENTARY EDUCATION, 7) PUBLIC SECONDARY SYSTEM, 8) VOCATIONAL EDUCATION, 9) HIGHER EDUCATION, 10) TEACHERS AND THEIR PREPARATION, 11) PRIVATE AND CHURCH-SPONSORED EDUCATION, 12) OTHER PROGRAMS RELATED TO EDUCATION, 13) INTERNATIONAL AND FOREIGN EDUCATIONAL INFLUENCES, AND 14) SUCCESSES, PROBLEMS, AND PROSPECTS. SPECIAL ATTENTION IS GIVEN TO THE COUNTRY'S EDUCATIONAL HISTORY AND TO RECENT DEVELOPMENTS, INCLUDING A SIGNIFICANT EFFORT TO BRING ELEMENTARY EDUCATION TO THE RURAL MASSES THROUGH ACPO, A PROGRAM TEACHING LITERACY AND BASIC LIFE SKILLS BY RADIO. ANOTHER PROGRAM, CALLED ICETEX, HAS IMPROVED THE EDUCATIONAL OFFERINGS AVAILABLE TO COLOMBIAN UNIVERSITY STUDENTS AT HOME AND ABROAD. A BIBLIOGRAPHY OF OVER 150 ITEMS IN ENGLISH AND SPANISH IS APPENDED. [FIGURES 1 AND 2 MAY REPRODUCE POORLY IN HARD COPY DUE TO SMALL PRINT.] (JK)

ED035117 EC004278
MENTAL RETARDATION: CONSTRUCTION PROGRAM. MAR 69, 69P.

FEDERALLY FUNDED CONSTRUCTION PROGRAMS FOR THE RETARDED INCLUDED ARE THE FOLLOWING: 12 RESEARCH CENTERS IN WHICH BIOLOGICAL, MEDICAL, SOCIAL, AND BEHAVIORAL RESEARCH IS CONDUCTED TO INVESTIGATE THE CAUSES AND PREVENTION OF MENTAL RETARDATION

ED035137 EC004790
BETTER EDUCATION FOR HANDICAPPED CHILDREN. ANNUAL REPORT, FY 1968. JUN 69, 42P.

INCLUDED IN THE REPORT ARE AN OVERVIEW OF FEDERAL ASSISTANCE TO SPECIAL EDUCATION, GRAPHS INDICATING PERCENTAGES OF HANDICAPPED CHILDREN WHO HAVE BEEN SERVED (BROKEN DOWN BY TYPE OF HANDICAP AND BY STATE), AND PROGRAM EXPENDITURES LISTED ACCORDING TO TYPES SERVED AND SERVICES PROVIDED. ALSO DISCUSSED ARE THE BENEFITS OF INDIVIDUAL INSTRUCTION, TRAINING PROGRAMS FOR PERSONNEL, AND PROGRAM ACHIEVEMENTS WITH STATEMENTS FROM 14 STATES CONCERNING THEIR PROGRAMS. PUBLIC LAW 89-313 IS REVIEWED BY TYPES OF HANDICAPPED CHILDREN, LENGTH OF PROGRAM, THE TOTAL EXPENDITURE BY TYPE, EXPENDITURE BY TYPE OF SERVICE, OBJECTIVES IN ORGANIZATION AND INSTRUCTIONAL AREAS, AND ALLOCATIONS TO STATE AGENCIES. ALSO OUTLINED IS A REVIEW OF TITLE IV-A BY TYPE OF HANDICAP, GEOGRAPHICAL AREA, LENGTH OF PROGRAM, EXPENDITURES BY TYPES OF SERVICE AND TYPES OF HANDICAPS, BY TOTAL SCHOOL DISTRICT, AND BY TOTAL EXPENDITURES FOR PROJECTS AND STATE ADMINISTRATION. GRAPHS AND CHARTS ARE PROVIDED THROUGHOUT. (JM)

ED035146 EC004823
SPECIAL EDUCATION IN THE WEST HENSLEY, GENE; MCALEES, DANIEL, AUG 69, 50P.

THE REPORT IS BASED ON A SURVEY CONDUCTED IN 1968 AND 1969, INVOLVING UNIVERSITY AND STATE SPECIAL EDUCATORS IN 13 WESTERN STATES, WHICH PROVIDED ESTIMATES OF NEED, DEMAND, AND SUPPLY OF SPECIAL EDUCATION PERSONNEL. DATA IS SUPPLIED FOR THE FOLLOWING: NUMBER OF CHILDREN IN THE WEST RECEIVING SPECIAL EDUCATION IN 1967-68, INCIDENCE OF EXCEPTIONALITIES, NUMBER OF SPECIAL EDUCATORS EMPLOYED IN 1968-69, TRAINING PROGRAMS OFFERED IN EACH AREA DURING 1968-69, AND SEQUENCES OF TRAINING PROGRAMS (1967-68) BY COLLEGES AND BY AREA OF EXCEPTIONALITY. A RELATED TABLE PRESENTS THIS INFORMATION FOR 1958-59. FULLTIME ENROLLMENTS IN WESTERN TRAINING PROGRAMS AND SPECIAL DEGREES GRANTED AND SEQUENCES COMPLETED ARE SHOWN FOR THE DECADE 1958-1968. THE NUMBER OF STUDENTS RECEIVING FINANCIAL SUPPORT IN 1967-68 AND THE NUMBERS OF FACULTY IN 1968-69 AND 1958-59 ARE REPORTED. SUMMARY SHEETS FOR EACH INDIVIDUAL STATE ARE ALSO INCLUDED. (RJ)

ED035162 EF000178
PREDICTING PUPIL YIELD BY TYPES OF DWELLING UNITS. [61], 40P.

THIS PUBLICATION PRESENTS PROCEDURES FOR ESTIMATING FUTURE PUPIL YIELD FROM NEW HOUSING DEVELOPMENTS WHICH MAKE POSSIBLE GOOD ADMINISTRATIVE DECISIONS AS TO THE LOCATION AND DESIGN OF SCHOOL BUILDINGS. THE GROWTH OF SUBURBAN METROPOLITAN AREAS SURROUNDING POPULOUS URBAN AREAS IN THE PAST SEVERAL DECADES CONTRIBUTES TO COMPLEX SCHOOL BUILDING PROBLEMS. THE LACK OF ADEQUATE PLANNING BY SUBURBAN SCHOOL OFFICIALS HAS FREQUENTLY CAUSED SCHOOL CHILDREN TO BE HOUSED IN SUBSTANDARD SCHOOL ENVIRONMENTS. REASONABLY ACCURATE PREDICTIONS OF FUTURE SCHOOL ENROLLMENT PREVENT OVERCROWDING CRISES AND TAX REVENUE WASTES. THIS BALTIMORE STUDY CONSIDERS THE VARIABLES OF LOCATION, TYPE, NUMBER OF BEDROOMS, NUMBER OF CHILDREN, LIVING IN ASSESSED VALUATION OR RENTAL COSTS OF DWELLING UNITS. THE STUDY CONCLUDED THAT PUPIL YIELD VARIES BY GEOGRAPHIC AREA, TYPE OF DWELLING UNIT, NUMBER OF BEDROOMS PER UNIT, VALUE OF DWELLING UNIT, AND THE SIZE OF THE LOT ON WHICH THE HOUSING UNIT WAS CONSTRUCTED. THE METHOD DEVELOPED BY THIS STUDY FOR PREDICTING FUTURE PUPIL ENROLLMENTS HAS APPLICABILITY FOR OTHER LARGE EMERGING SUBURBAN SCHOOL SYSTEMS. (JZ)

ED035169 EF000902
PROCEEDINGS OF THE ANNUAL CONFERENCE OF THE ASSOCIATION OF COLLEGE AND UNIVERSITY HOUSING OFFICERS (15TH, LOS ANGELES, CALIFORNIA, AUGUST 4-8, 1963). NOV 63, 383P.

HC NOT AVAILABLE FROM EDRS.

ADDRESSES TO THE GENERAL SESSIONS DELIVERED AT THE CONFERENCE IN LOS ANGELES WERE IN THE AREA OF STUDENT HOUSING IN HIGHER EDUCATION, AND THE HOUSING AND HOME FINANCE AGENCY'S RELATIONSHIP TO EDUCATION AND THE STUDENT. SPECIAL SESSIONS COVERED THE FOLLOWING SUBJECTS--(1) MANAGEMENT AND OPERATION--FEDERAL HOUSING AND HOME FINANCE, MANAGEMENT STIMULATION EXERCISE, STAFF LEADERSHIP DEVELOPMENT, STUDENT LEADERSHIP APPLICATION, STUDENT HOUSING IN OTHER LANDS, TRAINING PERSONNEL IN INDUSTRY, COMMUNICATIONS, HIGH-RISE BUILDINGS AND COMMISSARIES, DATA PROCESSING FOR RESIDENCE HALLS, TRIMESTER IMPLICATIONS FOR COLLEGE HOUSING, SUMMER CONFERENCES, SELECTION AND CARE OF FURNISHINGS, HOUSEKEEPING MAINTENANCE TECHNIQUES AND MATERIALS, VENDING, CIVIL DEFENSE, AND AUDIOVISUAL TRAINING SESSIONS, (2) STUDENT AFFAIRS--RESIDENCE HALLS PROGRAMS, COUNSELING AND OPERATION OF MARRIED STUDENT HOUSING, GROUP LIVING, SINGLE APARTMENTS, (4) OFF-CAMPUS HOUSING--OVERVIEW AND FUTURE OF OFF-CAMPUS AND SORORITY HOUSING, AND (5) FOOD SERVICE--ECONOMICS IN FOOD SERVICE, SUMMER CONFERENCE FEEDING, AND STUDENT RELATIONSHIPS. (HH)

ED035186 EF001852
BUILDING SECURITY. HONEYWELL PLANNING GUIDE. JAN 68, 34P.

A GENERAL DISCUSSION OF BUILDING DETECTION AND ALARM SYSTEMS TO PROVIDE SECURITY AGAINST BURGLARY AND VANDALISM IS PROVIDED BY A MANUFACTURER OF AUTOMATED MONITORING AND CONTROL SYSTEMS. SECURITY SYSTEMS ARE IDENTIFIED AS--(1) LOCAL ALARM SYSTEM, (2) CENTRAL STATION ALARM SYSTEM, (3) PROPRIETARY ALARM SYSTEM, AND (4) DIRECT CONNECT ALARM SYSTEM.. DETECTION DEVICES ARE BRIEFLY DESCRIBED FOR PERIMETER, AREA, AND OBJECT PROTECTION. A DISCUSSION OF ECONOMIC FACTORS INCLUDES A COMPARISON OF DIFFERENT SECURITY SYSTEMS. ADDITIONAL TOPICS COVER LINE PROTECTION, ACCESS CONTROL, WATCHMAN TOUR SYSTEMS, EQUIPMENT SURVEILLANCE, AND CENTRALIZED CONTROL SYSTEMS. (MM)

ED035187 EF001853
FIRE PROTECTION. HONEYWELL PLANNING GUIDE. 68, 34P.

A GENERAL DISCUSSION OF FIRE ALARMS AND PROTECTION IS PROVIDED BY A MANUFACTURER OF AUTOMATED MONITORING AND CONTROL SYSTEMS. BACKGROUND INFORMATION DESCRIBES OLD AND NEW FIRE ALARM SYSTEMS, COMPARING SYSTEM COMPONENTS, WAGE SAVINGS, AND COST ANALYSIS. DIFFERENT KINDS OF AUTOMATIC SYSTEMS ARE LISTED, INCLUDING--(1) LOCAL SYSTEM, (2) AUXILIARY SYSTEM, (3) CENTRAL STATION SYSTEM, (4) REMOTE STATION SYSTEM, AND (5) PROPRIETARY SYSTEM. PROPRIETARY SYSTEM COMPONENTS INCLUDE DETECTORS, SUPERVISORY EQUIPMENT, AND SIGNALING DEVICES. SPECIFICATION SELECTION CHARTS ARE PROVIDED FOR COMMERCIAL BUILDINGS, HOSPITALS, COLLEGES, SCHOOLS, INDUSTRIAL BUILDINGS, MULTIPLE DWELLINGS, AND LIBRARIES. (MM)

ED035231 EF003844
SCHOOL VANDALISM: A NATIONAL DILEMMA. FINAL REPORT. OCT 69, 43P.

A DESCRIPTION IS PRESENTED OF A RESEARCH PROGRAM ON SCHOOL VANDALISM. MANY INTERRELATED PROBLEMS OF SCHOOL VANDALISM ARE DISCUSSED, AND SOLUTIONS ARE IDENTIFIED THAT HAVE BEEN APPLIED IN SELECTED SCHOOL SYSTEMS. DEFICIENCIES IN ATTEMPTS TO CONTROL VANDALISM EITHER THROUGH TECHNOLOGICAL OR OTHER SECURITY MEANS ARE HIGHLIGHTED. ALSO INCLUDED IS A DESCRIPTION OF A RESEARCH PROGRAM TO DEVELOP WELL-DEFINED SOLUTIONS THAT SHOULD BE PURSUED IF ANY REAL, LONG TERM PROGRESS IS TO BE MADE IN REDUCING THE LEVEL OF VANDALISM EXISTING IN THE SCHOOLS. (FS)

ED035232 EF003845
STUDY OF BUFFALO SCHOOLS. A REPORT ON EDUCATIONAL PROGRAM, FACILITIES, AND FINANCE IN THE CITY SCHOOL DISTRICT, BUFFALO, NEW YORK. NOV 69, 94P.

BASED ON AN INTENSIVE STUDY OF THE BUFFALO SCHOOL SYSTEM, FINDINGS AND RECOMMENDATIONS ARE PRESENTED REGARDING THE INSTRUCTIONAL PROGRAMS, STAFFING, AND PHYSICAL PLANT NEEDS AND FISCAL PROBLEMS. SEPARATE SECTIONS CONTAIN DETAILED INFORMATION AND ANALYSES OF--(1)

THE INSTRUCTIONAL PROGRAM AT THE ELEMENTARY AND SECONDARY LEVELS, (2) PHYSICAL FACILITIES, (3) COMPARISON OF APPROPRIATIONS WITH PROJECTED BUDGET ESTIMATES, AND (4) REVENUE FOR BUFFALO PUBLIC SCHOOLS. (FS)

ED035233 EF003853
CITY TO COUNTRY. OUTDOOR EDUCATION FOR NEW YORK CITY. JUN 69, 71P.

THE NEED FOR OUTDOOR EDUCATION FOR CITY CHILDREN AND THE AVAILABILITY OF FACILITIES FOR IT IN THE NEW YORK METROPOLITAN AREA ARE EXPLORED IN THIS FEASIBILITY STUDY. THE MOST SIGNIFICANT FINDING IS THE EXISTENCE OF VAST OUTDOOR EDUCATION RESOURCES WAITING FOR SCHOOL ADMINISTRATORS TO TAP THEM. THE INFORMATION IS PRESENTED IN TWO PARTS--(1) EXAMINATION OF THE CURRICULUM, THE VALUES, THE EXPENSES, AND THE POSSIBILITIES OF OUTDOOR EDUCATION FOR NEW YORK CITY, AND (2) THE IMPLICATIONS FOR FACILITIES AS IDENTIFIED BY THE EDUCATIONAL PROGRAM. (TC)

ED035268 EF004087
COST FACTORS IN THE PLANNING, DESIGN, FINANCING, AND CONSTRUCTION OF ELEMENTARY AND SECONDARY EDUCATIONAL FACILITIES. AN INTERPRETIVE BIBLIOGRAPHY. FEB 70, 70P.

FIFTY-SEVEN REFERENCES TO DOCUMENTS RECEIVED AND PROCESSED TO DATE BY ERIC/CEF CONCERNED WITH COST IMPLICATIONS OF EDUCATIONAL FACILITIES AT THE ELEMENTARY AND SECONDARY LEVELS ARE INCLUDED IN THIS INTERPRETIVE BIBLIOGRAPHY. THE REFERENCES ARE CLASSIFIED ACCORDING TO CONTENT WITHIN THE FOLLOWING CATEGORIES--(1) ECONOMIES IN SCHOOL CONSTRUCTION, (2) SCHOOL BOND ELECTIONS, (3) RENOVATING AND REMODELING, (4) CONSTRUCTION PROGRAMS IN SPECIFIC AREAS, (5) DESIGN METHODOLOGIES AND CONSTRUCTION PROCEDURES, (6) URBAN SCHOOL CONSTRUCTION, AND (7) FEDERAL AND STATE AID. EACH REFERENCE IS INDEXED AND ABSTRACTED AND THE PROCUREMENT SOURCE FOR EACH DOCUMENT IS SUPPLIED. (NI)

ED035276 EM007626
EDUCATIONAL FACILITIES STUDY MANUAL AND DESIGN SEP 68, 40P.
DOCUMENT NOT AVAILABLE FROM EDRS.

THE EDUCATIONAL FACILITIES STUDY ITEM OF THE FLINT-GENESEE COUNTY (MICHIGAN) COMPREHENSIVE LAND USE-TRANSPORTATION PLANNING STUDY IS IMPLEMENTING A PROGRAM TO IDENTIFY PRESENT AND FUTURE EDUCATIONAL PROBLEMS AND NEEDS IN GENESEE COUNTY. THIS REPORT IS A TECHNICAL DOCUMENT TO GUIDE THE EXECUTION OF THE RESEARCH AND ANALYSIS OF THE STUDY. THE STUDY WILL BE DIRECTED TO PROVIDING AN INFORMATION BASE TO ASSIST SCHOOL OFFICIALS IN THE PLANNING AND DEVELOPMENT OF AN EDUCATIONAL SYSTEM WHICH SOLVES IDENTIFIED PROBLEMS AND FULFILLS IDENTIFIED NEEDS AND STILL ACHIEVES CONSISTENCY WITH THE METROPOLITAN LAND USE-TRANSPORTATION PLAN. IT WILL SYNTHESIZE CONCLUSIONS RELATING TO PRESENT AND FUTURE LEVELS OF EDUCATIONAL NEEDS IN THEIR SOCIAL, CULTURAL, AND VOCATIONAL ASPECTS, AS WELL AS INCORPORATE A "MANPOWER REQUIREMENTS" SURVEY PROJECTED IN FIVE-YEAR INCREMENTS TO THE YEAR 1990. APPENDICES AND FLOW CHARTS ARE INCLUDED. (SH)

ED035284 EM007639
SATELLITE SYSTEMS FOR INSTRUCTIONAL RADIO. JAMISON, DEAN; AND OTHERS, AUG 68, 13P.
DOCUMENT NOT AVAILABLE FROM EDRS.

RECENT STUDIES SUGGEST THAT EDUCATIONAL TELEVISION (ETV) BROADCAST FROM GEOSTATIONARY SATELLITES CAN MARKEDLY REDUCE THE COST AND TIME REQUIRED TO PROVIDE EDUCATIONAL OPPORTUNITY FOR THE CITIZENS OF LARGE, LESS-DEVELOPED COUNTRIES. THE SHEER VOLUME OF EDUCATIONAL NEEDS PRECLUDES, HOWEVER, THE POSSIBILITY OF SATISFYING VERY MANY OF THEM WITH ONLY A FEW (1 TO 10) INFORMATION CHANNELS. A THOROUGH SYSTEMS ANALYSIS OF INSTRUCTIONAL SATELLITE SYSTEMS (IF SUCH BE POSSIBLE) WOULD EXAMINE THE MYRIAD INTERACTIONS CONCEIVABLE AMONG COMPONENTS OF THE TECHNICAL SYSTEM, THE EDUCATIONAL SYSTEM, THE ECONOMY, AND SOCIETY AS A WHOLE. WHILE WE SHALL NOT ALTOGETHER IGNORE THESE INTERACTIONS, OUR CONCERN HERE IS LESS AMBITIOUS. THE PURPOSE IN THIS PAPER IS SIMPLY TO POINT OUT THE ECONOMIC AND TECHNICAL ATTRACTIVENESS OF SATELLITE-BASED INSTRUCTIONAL RADIO SYSTEMS WITH 50 TO 200 CHANNELS. (AUTHOR)

ED035288 EM007643
THE RELATIVE EFFECTIVENESS OF FIVE INSTRUCTIONAL STRATEGIES. SHUFORD, EMIR H., JR.; MASSENGILL, H. EDWARD, JUN 67, 17P.
DOCUMENT NOT AVAILABLE FROM EDRS.

LOGIC AND MATHEMATICS ARE USED TO GAIN SOME INSIGHT INTO THE EFFECTIVE AND EFFICIENT APPLICATION OF INSTRUCTION. A PUPIL'S STATE OF KNOWLEDGE IS REPRESENTED BY THE DEGREE OF CONFIDENCE HE POSSESSES IN THE SUBJECT MATTER. A COST, GAIN, AND RETURN FROM INSTRUCTION ARE ASSOCIATED WITH EACH POSSIBLE INITIAL DEGREE OF CONFIDENCE AND EACH INSTRUCTIONAL SEQUENCE. TWO GROUP STRATEGIES, TWO INDIVIDUALIZED STRATEGIES, AND A PRECISELY-TAILORED INSTRUCTIONAL STRATEGY ARE COMPARED ON THE BASIS OF EXPECTED RETURN FROM INSTRUCTION PER INDIVIDUAL STRATEGY FOR SEVEN DISTRIBUTIONS OF INITIAL KNOWLEDGE. THE RELATIVE EFFECTIVENESS OF INSTRUCTION IS FOUND TO DEPEND CRITICALLY UPON THE DISTRIBUTION OF INITIAL KNOWLEDGE FOR THE CLASS OF PUPILS. (AUTHOR)

ED035289 EM007644
THE WORTH OF INDIVIDUALIZING INSTRUCTION. SHUFORD, EMIR H., JR.; MASSENGILL, H. EDWARD, NOV 66, 34P.
DOCUMENT NOT AVAILABLE FROM EDRS.

IN DECISION-THEORETIC PSYCHOMETRICS, TO DETERMINE THE WORTH OF INDIVIDUALIZING INSTRUCTION, EQUATIONS ARE DEVELOPED FOR EXPRESSING THE COST AND GAIN FOR APPLYING AN INSTRUCTIONAL SEQUENCE.

ED035296 EM007661
MATHEMATICAL MODELS FOR EDUCATIONAL PLANNING. PROFESSIONAL PAPER. 30 NOV 67, 32P.
DOCUMENT NOT AVAILABLE FROM EDRS.

THE UTILIZATION OF COMPUTER PROGRAMED MATHEMATICAL MODELS FOR EDUCATIONAL PLANNING HAS A BRIEF BUT RAPIDLY ACCELERATING HISTORY. THIS PAPER DESCRIBES AND, TO SOME EXTENT, EVALUATES SEVERAL OF THESE MODELS. IT ALSO DISCUSSES SOME OF THE THEORETICAL PROBLEMS ASSOCIATED WITH THEIR FORMULATION AND IMPLEMENTATION. MODELS SURVEYED ARE OF: (1) THE EDUCATIONAL SYSTEM OR SOME OF ITS COMPONENTS, AND (2) THE ECONOMY, IN WHICH EDUCATION IS ONE OF SEVERAL INTERRELATED ACTIVITIES. THE FINAL CHAPTER CONTAINS SOME GENERAL REMARKS ON THE ROLE OF MATHEMATICAL MODELS AS TOOLS FOR EDUCATIONAL PLANNING. (AUTHOR)

ED035327 FL001490
FOREIGN LANGUAGE INNOVATIVE CURRICULA STUDIES MCCLAFFERTY, JAMES; AND OTHERS, 69, 263P.

THIS FINAL ADMINISTRATIVE REPORT DESCRIBING SEVEN LANGUAGE-RELATED PROGRAMS IN THE FOREIGN LANGUAGE INNOVATIVE CURRICULA STUDIES (FLICS) PROJECT INCLUDES PROGRAM DESCRIPTION AND OBJECTIVES, EVALUATION REPORTS, TESTING MATERIALS, AND PROGRAM COSTS. A BILINGUAL CURRICULUM DEVELOPMENT PROGRAM WAS TO DEVELOP MATERIALS IN THE TEACHING OF STANDARD ENGLISH AS A SECOND LANGUAGE TO LANGUAGE HANDICAPPED KINDERGARTEN CHILDREN. THE LEARNING LABORATORY PROGRAM FEATURES AUTOMATED LEARNING CARRELS USING FLEXIBLE AUDIO AND VISUAL EQUIPMENT FOR STUDY OF LANGUAGE AND OTHER RELATED MATERIALS. AN ASSOCIATED STAFF TRAINING PROGRAM IS DESIGNED TO TRAIN SCHOOL PERSONNEL IN THE DISCOVERY AND SOLUTION OF INSTRUCTIONAL PROBLEMS. LANGUAGE PROGRAMS INCLUDE HUMANITIES IN FRENCH, SPANISH-AMERICAN LANGUAGE AND CULTURE, POLISH LANGUAGE AND HERITAGE, AND DUTCH LANGUAGE AND HERITAGE. (RL)

ED035476 RC003934
PROCEEDINGS OF THE SECOND SYMPOSIUM ON FEDERAL SUPPORT PROGRAMS FOR HEALTH, PHYSICAL EDUCATION, RECREATION. 68, 223P.
DOCUMENT NOT AVAILABLE FROM EDRS.

A SUMMARY OF PRESENTATIONS AND PROCEEDINGS OF THE 1968 ANNUAL SYMPOSIUM ON HEALTH, PHYSICAL EDUCATION, AND RECREATION MAKES UP THE MAJOR PORTION OF THIS DOCUMENT. FOUR SUCCESSFUL PROGRAMS IN ACTION ARE DISCUSSED. IN ADDITION, THE BOOKLET CONTAINS A SECTION ON DEVELOPING AND WRITING PROPOSALS FOR FEDERAL SUPPORT PROGRAMS AND A SECTION ON IMPLEMENTING PROGRAMS. THE INTENT OF THE PUBLICATION IS TO PROVIDE A USEFUL RESOURCE FOR PERSONS PLANNING PROJECTS IN THE AREAS OF HEALTH, PHYSICAL EDUCATION, AND RECREATION. AN APPENDIX INCLUDES LISTINGS OF PEOPLE OR OFFICES TO CONTACT FOR ASSISTANCE IN PLANNING AND PREPARING PROPOSALS. (DB)

ED035495 RC003997
DOES YOUR CHILD HAVE A FUTURE? 67, 22P.

IN AN ATTEMPT TO ENCOURAGE SCHOOL ATTENDANCE OF NAVAJO CHILDREN AT AN EARLY AGE, THIS BOOKLET WAS PREPARED TO IMPROVE THE ATTITUDES OF MANY NAVAJO PARENTS TOWARD EDUCATION. OBJECTIVES OF THE BOOKLET ARE TO MOTIVATE PARENTS TO SEND CHILDREN TO SCHOOL AT AGE 6

ED035504 RC004022
FEASIBILITY OF SUMMER EMPLOYMENT OF TEACHERS. DEC 69, 23P.

A TEACHER STAFF OF 21 WAS EMPLOYED FOR 6 TO 8 WEEKS DURING THE SUMMERS OF 1967, 1968, AND 1969 AT VIRGIN VALLEY, NEVADA, WITH FUNDING PROVIDED BY THE ELEMENTARY AND SECONDARY EDUCATION ACT (TITLE III). THE PURPOSE OF THE STUDY WAS TO DETERMINE THE FEASIBILITY OF SUMMER EMPLOYMENT FOR TEACHERS BY THE SCHOOL SYSTEM. PROJECT DESIGN CALLED FOR 3 GROUPS OF 7 TEACHERS EACH TO WORK ON CURRICULUM DEVELOPMENT, TO ATTEND SUMMER SCHOOL, OR TO TEACH SUMMER SCHOOL. THE GROUPS ROTATED EACH SUMMER TO A DIFFERENT FUNCTION. FINDINGS INDICATED POSITIVE BENEFITS IN CURRICULUM DEVELOPMENT AND SUBSEQUENT UTILIZATION, PROFESSIONAL GROWTH THROUGH ADDITIONAL TRAINING, AND INCREASED EDUCATIONAL OPPORTUNITIES FOR THE COMMUNITY THROUGH THE AVAILABILITY OF SUMMER SCHOOL. IMPROVED RELATIONS WERE NOTED BETWEEN FACULTY, ADMINISTRATION, AND THE COMMUNITY. THE CONCLUSIONS WERE DERIVED FROM A TEACHER QUESTIONNAIRE, AN ADMINISTRATOR QUESTIONNAIRE, SALARY STATISTICS, AND DATA FROM THE NATIONAL EDUCATION ASSOCIATION ON EXTRA INCOME. (BD)

ED035507 RC004031
A PROSPECTUS FOR RURAL EDUCATION IN ALASKA. JAN 69, 23P.

"AN OVERALL EDUCATION PLAN FOR RURAL ALASKA" WAS PUBLISHED IN 1963, REVISED IN 1966, AND SUBSEQUENTLY REVISED AND PRINTED IN 1968. THE PURPOSE OF THE PRESENT BOOKLET, PUBLISHED IN 1969, IS TO DEVELOP IN MORE DETAIL THE CONDITIONS AND AGREEMENTS FOUND IN THE PREVIOUS PUBLICATIONS AND TO DOCUMENT RECOMMENDATIONS MADE BY A CONGRESSIONAL DELEGATION, OFFICIALS FROM THE BUREAU OF INDIAN AFFAIRS, STATE REPRESENTATIVES, AND NATIVE LEADERS. TWO CONCEPTS ARE SUGGESTED FOR MEETING RURAL ALASKA'S EDUCATIONAL NEEDS: LARGE REGIONAL HIGH SCHOOLS AND AREA SECONDARY OR JUNIOR HIGH SCHOOLS. FOR ANALYSIS PURPOSES, ALASKA IS DIVIDED INTO 6 REGIONAL AREAS. ENROLLMENT FIGURES, TRENDS, AND PROJEC-

TIONS ARE OFFERED. RECOMMENDATIONS FOR THE LOCATION OF REGIONAL SCHOOLS, ESTIMATED CONSTRUCTION COSTS, OPERATING EXPENSES FOR RURAL SCHOOLS, AND ALASKA'S BOARDING HOME PROGRAM ARE DISCUSSED. INFORMATION IS GIVEN ON BOARDING STUDENT POLICY AND ON EDUCATIONAL PROGRAMS DESIGNED TO MEET ALASKA'S NEEDS. A RELATED DOCUMENT IS ED 026 194. (SW)

ED035525 RE002366
RECOMMENDATIONS FOR READING PROGRAMS. 69, 19P.

THE STATUS OF READING PROGRAMS COMMITTEE OF THE CONNECTICUT ASSOCIATION FOR READING RESEARCH DEVISED AND SENT A SURVEY QUESTIONNAIRE WHICH WAS RETURNED BY 43 PERCENT OF ITS MEMBERSHIP, REPRESENTING 33 DIFFERENT SCHOOL SYSTEMS IN CONNECTICUT. IT WAS REPORTED THAT THE RATIO OF READING PERSONNEL TO CLASSROOM TEACHERS WAS 1:54 AT THE ELEMENTARY LEVEL, 1:32 AT THE JUNIOR HIGH AND MIDDLE SCHOOL LEVEL FOR TEACHERS OF ENGLISH, MATHEMATICS, SCIENCE, AND SOCIAL STUDIES, AND 1:69 FOR HIGH SCHOOL TEACHERS OF THE SAME SUBJECTS. THE RATIO OF READING PERSONNEL TO STUDENTS WAS 1:1,126 AT THE ELEMENTARY LEVEL, 1:711 AT THE JUNIOR HIGH LEVEL, AND 1:1,605 AT THE HIGH SCHOOL LEVEL. FIFTY-EIGHT PERCENT OF THE SCHOOL SYSTEMS PAID NO SALARY DIFFERENTIAL TO READING PERSONNEL. THE RANGE OF SALARY DIFFERENTIAL PAID BY THE REMAINING 42 PERCENT WAS FROM $200.00 TO $2,000.00. THE RESPONSIBILITIES OF READING SPECIALISTS ARE LISTED IN ORDER OF THE FREQUENCY WITH WHICH THEY WERE MENTIONED. BASED ON SURVEY ANALYSIS, SPECIFIC RECOMMENDATIONS ARE MADE FOR WORK LOAD, NUMBER, AND SALARY OF VARIOUS READING PERSONNEL AND FOR HIRING OF NONCERTIFIED PERSONNEL. (CM)

ED035692 UD009444
HOW ESEA TITLE II MEETS THE EDUCATIONAL NEEDS OF POOR CHILDREN. A SPECIAL REPORT. FEB 69, 27P.

THIS REPORT DETAILS THE CONTRIBUTIONS MADE BY ESEA TITLE II PROGRAMS TOWARD PROVIDING POOR CHILDREN WITH INCREASED QUANTITIES OF SCHOOL LIBRARY RESOURCES, TEXTBOOKS, AND OTHER PRINTED AND PUBLISHED INSTRUCTIONAL MATERIALS. FORMAL AND INFORMAL EFFORTS MADE TO ASSIST TEACHERS AND MEDIA SPECIALISTS IN LEARNING TO SELECT AND UTILIZE THOSE MATERIALS MOST MEANINGFUL TO EDUCATIONALLY AND ECONOMICALLY DEPRIVED CHILDREN ARE DESCRIBED. DEMONSTRATIONS OF MEDIA PROGRAMS ESPECIALLY DESIGNED FOR THE DISADVANTAGED, AS SHOWN TO SCHOOL AND LAY PERSONNEL, ARE ALSO OUTLINED. THREE TABLES APPENDED BEAR ON THE NUMBER OF CHILDREN PARTICIPATING IN ESEA TITLE I AND THOSE BENEFITING FROM TITLE II IN THE FISCAL YEARS 1966, 1967 AND 1968, BY REGION AND STATE

ED035756 VT010164
PROGRAM, PLANNING, BUDGETING SYSTEMS FOR EDUCATORS. VOLUME III: AN ANNOTATED BIBLIOGRAPHY. FINAL REPORT. BIBLIOGRAPHY SERIES NO. 3. MCGIVNEY, JOSEPH H.; NELSON, WILLIAM C., DEC 69, 57P.

THIS ANNOTATED BIBLIOGRAPHY IS COMPOSED OF 70 CITATIONS RELEVANT FOR PROGRAM, PLANNING, BUDGETING SYSTEMS (PPBS) AND RANGING IN DATE FROM 1962 TO 1969 BUT EMPHASIZING THE 1965 TO 1968 PERIOD. LISTINGS ARE ARRANGED ALPHABETICALLY ACCORDING TO AUTHOR UNDER THE GENERAL DIVISIONS: OVERVIEW OF PPBS, SYSTEMS AND ADMINISTRATIVE THEORY, THE PLANNING PROCESS, PROGRAM BUDGETING AND MANAGEMENT CONTROL, IDENTIFICATION AND ANALYSIS OF INVESTMENT ALTERNATIVES, EDUCATION AND ECONOMICS, DATA AND STATISTICAL ANALYSIS, AND LIMITATIONS OF PPBS. AN AUTHOR INDEX IS INCLUDED. VOLUMES I, AN INSTRUCTIONAL OUTLINE AND II, A CASE PROBLEM ARE AVAILABLE AS ED 032 417 AND ED 032 418 RESPECTIVELY. (CH)

ED035782 AA000485
THE STUDY OF COST AND QUALITY OF NEW YORK SCHOOL DISTRICTS. FINAL REPORT. FEB 70, 68P.

THIS IS A STUDY OF THE RELATIONSHIP OF A NUMBER OF SCHOOL AND COMMUNITY CHARACTERISTICS TO ACHIEVEMENT PERFORMANCE LEVELS OF FIFTH AND EIGHTH GRADE PUPILS IN A 1965 SAMPLE OF 99 SCHOOL DISTRICTS (86 USABLE) IN NEW YORK STATE. A SIMPLE MODEL OF THE EDUCATIONAL PROCESS WAS CONSTRUCTED AND THE RELATIVE IMPORTANCE OF A NUMBER OF SCHOOL INPUTS COMPARED. UNITS OF OBSERVATION USED WERE BOTH SCHOOLS AND SCHOOL DISTRICTS. RESULTS WERE COMPARED TO A SIMILAR STUDY OF AN EARLIER (1958) SAMPLE OF NEW YORK SCHOOL DISTRICTS. THE KEY FINDINGS OF THE INVESTIGATION ARE LISTED. TABLES ARE INCLUDED. (AUTHOR/LS)

ED035952 CG005016
A SURVEY OF COGNITIVE STYLE IN MARYLAND NINTH-GRADERS: I. ACHIEVEMENT MOTIVATION, PRODUCTIVITY. REPORT NO. 60. ANTWISLE, DORIS R.; GREENBERGER, ELLEN, JAN 70, 81P.

IN A SURVEY OF NINTH GRADERS IN AND AROUND BALTIMORE, MARYLAND, IN THE SPRING OF 1968, SEVERAL COGNITIVE STYLE VARIABLES WERE MEASURED. THE SAMPLE OF STUDENTS WAS DIVIDED BY SEX, IQ LEVEL, AND RESIDENTIAL LOCUS. THIS REPORT DISCUSSES ACHIEVEMENT MOTIVATION AND PRODUCTIVITY (THE NUMBER OF WORDS WRITTEN IN ACHIEVEMENT MOTIVATION STORIES). THE ACHIEVEMENT MOTIVE MEASURE IS SHOWN TO HAVE LOW RELIABILITY, SO THE MAJOR PART OF THE REPORT DEALS WITH PRODUCTIVITY. PRODUCTIVITY IS HIGHER FOR GIRLS THAN BOYS ACROSS ALL SCHOOLS, AND IS LOWER IN RURAL THAN IN URBAN SCHOOLS. RACE PER SE, WITH SOCIAL CLASS AND IQ CONTROLLED, IS NOT A SIGNIFICANT SOURCE OF VARIANCE. PRODUCTIVITY, IT IS SPECULATED, MAY BE A GOOD INDICANT OF ACADEMIC SOCIALIZATION. PRODUCTIVITY DATA ARE DISCUSSED ALSO IN TERMS OF CURRENT RESEARCH IN THE LANGUAGE-AND-COGNITION DOMAIN. (AUTHOR)

ED035965 EA002681
STUDIES OF PUBLIC SCHOOL SUPPORT 1968 SERIES: STUDIES OF FISCAL SUPPORT 1967-68 SCHOOL YEAR. MAY 69, 97P.

THIS ANNUAL REPORT SUMMARIZES, IN TABULAR FORM, THE MAJOR ASPECTS OF TAX-BASED SUPPORT OF THE PUBLIC SCHOOLS IN NEW YORK STATE. MATERIAL IS PRESENTED UNDER EIGHT CHAPTER HEADINGS, AS FOLLOWS: 1) PERSPECTIVES IN FINANCING PUBLIC SCHOOL EXPENDITURES DURING THE PERIOD 1968-78, 2) STATE SUPPORT OF EDUCATION IN NEW YORK STATE, 3) BUDGET DEFEATS--1968, 4) CHARACTERISTICS OF URBAN PUPIL POPULATION, 5) URBAN EDUCATION, 6) THE DETERMINANTS OF EDUCATIONAL EXPENDITURES IN NEW YORK STATE, 7) THE REGIONAL SUPPORT OF EDUCATION IN THE ALBANY CAPITAL AREA, AND 8) TEACHER MOBILITY. SPECIAL EMPHASES OF THE REPORT INCLUDE A PROJECTION OF FUTURE NEEDS, THE GENERAL STATE AID FORMULA, URBAN PROBLEMS, PROBLEMS OF MEASURING ABILITY AND NEEDS, AND SPECIAL PROBLEMS IN SCHOOL FINANCE. AN INDEX OF RELATED STUDIES IS APPENDED. (JK)

ED035967 EA002689
CONDENSED TASK REPORT ON THE USE AND TRAINING OF AUXILIARY PERSONNEL IN EDUCATION. NOV 68, 47P.

THIS CONDENSED VERSION OF A COMPREHENSIVE TASK REPORT SPONSORED BY ESEA TITLE III, PRESENTS THE ESSENTIAL FINDINGS OF AN ASSESSMENT OF EDUCATIONAL NEEDS FOR PARAPROFESSIONALS AND SUPPORTIVE ASSISTANTS IN OHIO. DIMENSIONS OF THE STUDY INCLUDED A REVIEW OF LITERATURE ON THE USE AND TRAINING OF AUXILIARY PERSONNEL IN OTHER STATES, AND DISCUSSIONS OF LEGAL ASPECTS, RESEARCH FOCI, AND PROFESSIONAL ASSOCIATIONS. THE STUDY WAS DEVELOPED FROM A DOUBLE PERSPECTIVE OF MANPOWER UTILIZATION AND TRAINING. OTHER PHASES INCLUDED FINANCIAL RESOURCE IDENTIFICATION, ALTERNATIVE SOLUTIONS FOR UTILIZATION AND TRAINING, AND A SOLUTION THAT INTEGRATES BOTH TRAINING AND UTILIZATION UNDER A "NEW CAREERS" CONCEPT INCORPORATING A REDEFINITION OF THE TEACHING ROLE. (JK)

ED035969 EA002700
FUNCTIONAL DISSECTION: THE NEMESIS OF COEXISTENCE. 23 OCT 69, 13P.

A FORMER NEW JERSEY LOCAL OFFICIAL DISCUSSES THE COMPLEX ORGANIZATIONAL STRUCTURES IN UNIVERSITIES, GOVERNMENT, AND BUSINESSES THAT HAVE DEVELOPED TO SERVE THE NEEDS OF CITIZENS. EACH OF THESE SPECIALIZED STRUCTURES DEVELOPED A RATHER HIGH LEVEL OF EFFICIENCY, AND EACH SET ITS OWN PRIORITIES, CRITERIA, AND COST FACTORS. NOW THIS FUNCTIONAL DISSECTION IS TOO COSTLY, PARTICULARLY SINCE THE TECHNOLOGY IS AVAILABLE TO MINIMIZE IT. NEW JERSEY STATE STATUTES THAT DELINEATE COOPERATIVE EFFORTS ARE CITED. SOME INITIAL STEPS TO DIMINISH THE DISSECTION BETWEEN THE EDUCATIONAL AND GOVERNMENTAL SEGMENTS OF SOCIETY ARE LISTED. (MF)

ED035977 EA002724
INTERNATIONAL CONFERENCE ON EDUCATIONAL PLANNING (PARIS, AUGUST 6-14, 1968). FINAL REPORT. 30 OCT 68, 67P.

THE PRINCIPAL AIMS OF THE CONFERENCE WERE TO ANALYZE THE EXPERIENCE GAINED DURING THE PAST 10 YEARS IN EDUCATIONAL PLANNING AND DEVELOPMENT

ED035982 EA002736
EDUCATIONAL PLANNING: A BIBLIOGRAPHY. 64, 141P.

A LISTING OF 11 ANNOTATED BIBLIOGRAPHIES ON EDUCATIONAL PLANNING IS FOLLOWED BY FOUR MAIN SECTIONS CONTAINING BRIEF DESCRIPTIONS OF OVER 500 ITEMS RELATED TO EDUCATIONAL PLANNING IN BOTH THE DEVELOPED AND THE DEVELOPING NATIONS. MOST OF THE ITEMS (BOOKS, ARTICLES, MONOGRAPHS, SEMINAR AND CONFERENCE PAPERS, AND RESEARCH REPORTS) WERE PUBLISHED BETWEEN 1960 AND 1964. ALL ANNOTATIONS ARE IN ENGLISH AND CITE AVAILABILITY OF ITEMS IN LANGUAGES OTHER THAN THE ORIGINAL. SECTION HEADINGS INCLUDE: (1) THE PURPOSE AND VALUE OF EDUCATIONAL PLANNING, (2) THE PREPARATION OF EDUCATIONAL PLANS, (3) THE ORGANIZATION AND ADMINISTRATION OF EDUCATIONAL PLANNING, AND (4) CASE MATERIALS. SUBJECT DIVISIONS UNDER THE SECTION HEADINGS INCLUDE BASIC TEXTS, EDUCATION AND ECONOMIC AND SOCIAL DEVELOPMENT, STATISTICS IN EDUCATIONAL PLANNING, ECONOMICS OF EDUCATION, MANPOWER AND HUMAN RESOURCES APPROACH TO EDUCATIONAL PLANNING, SUPPLY OF TEACHERS, NEW TEACHING TECHNIQUES, IMPLEMENTATION OF PLANS, AND ADMINISTRATION OF EDUCATIONAL PLANNING. (JK)

ED035984 EA002738
POLICY MAKING FOR AMERICAN EDUCATION. CAMPBELL, ROALD F.; LAYTON, DONALD H., JUL 69, 106P.
DOCUMENT NOT AVAILABLE FROM EDRS.

THIS MONOGRAPH STUDIES THE POLICY-MAKING PROCESS OF PUBLIC SCHOOLS AT THE ELEMENTARY AND SECONDARY LEVELS. VARIABLES INCLUDE LEGISLATIVE BODIES AND COURTS AT THE LOCAL, STATE, AND NATIONAL LEVELS AND SPECIAL INTEREST GROUPS (E.G., LABOR UNIONS AND RELIGIOUS BODIES, PROFESSIONAL EDUCATORS, AND QUALIFIED VOTERS). PUBLIC EXPECTATIONS HAVE CONTRIBUTED TO AN INCREASED NATIONALIZATION OF EDUCATIONAL POLICY MAKING. CITIZENS EXPECT PUBLIC SCHOOLS TO CONTRIBUTE TO IMPROVED NATIONAL SECURITY, ECONOMIC GROWTH, SOCIAL MOBILITY, AND IMPROVED CITIZENSHIP. FEDERAL LEGISLATION IN THE AREAS OF EDUCATIONAL AID AND CIVIL RIGHTS HAS THEREFORE MUSHROOMED IN THE PAST DECADE. PHILANTHROPIC FOUNDATIONS HAVE REINFORCED THESE TRENDS BY PROVIDING RESEARCH GRANTS AIMED AT IMPROVING THE SOCIETY AS A WHOLE, ESPECIALLY THE UNDER-

PRIVILEGED GROUPS. TESTING FIRMS, PRIVATE AND PUBLIC, HAVE ALSO INFLUENCED THE CURRICULUM OF PUBLIC SCHOOLS TO CONFORM TO CERTAIN STANDARDS. A REVIEW OF THREE CASES REVEALS THE DECISION-MAKING PROCESS IN SOME DETAIL. THE CASES INCLUDE A STUDY OF THE DEGREE OF LOCAL CONTROL OF POLICY-MAKING DECISIONS, A CLARIFICATION OF THE DECISION-MAKING ROLE OF TEACHERS AND SCHOOL BOARDS, AND THE ASSERTION OF PLURALISTIC ELEMENTS AT WORK IN SOCIETY TODAY. (LN)

ED035985 EA002739
CURRICULAR AND FISCAL PLANNING WITH PLANNING, PROGRAMMING, BUDGETING SYSTEMS. SPECIAL MONOGRAPH NO. 2. 69, 42P.
DOCUMENT NOT AVAILABLE FROM EDRS.

PLANNING-PROGRAMING-BUDGETING SYSTEMS (PPBS) PROVIDE THE MEANS FOR FORMULATING MORE PRECISE CURRICULAR OBJECTIVES AND COORDINATING CURRICULAR-FISCAL PLANNING WITHIN EDUCATION. AT THE CORE OF PPBS IS THE PROGRAM BUDGET THAT REPORTS PROGRAMS TO BE ACCOMPLISHED AND ALLOCATES EXPENDITURES IN TERMS OF OBJECTIVES RELATING TO STUDENT ACHIEVEMENT RATHER THAN IN TERMS OF OBJECTS TO BE PURCHASED.

ED035986 EA002742
FINANCING PUBLIC EDUCATION. 69, 3P.

THIS LITERATURE REVIEW, BASED ON ABSTRACTS OF DOCUMENTS ANNOUNCED IN RIE, COMPILES INFORMATION ON PUBLIC SCHOOL FINANCE. TWENTY-ONE DOCUMENTS, PUBLISHED SINCE 1963, ARE DISCUSSED. TOPICS INCLUDE FINANCE METHODS, URBAN SCHOOL BUDGETS, INNOVATIONS FOR BUDGET PLANNERS AND SCHOOL MANAGERS, AND FINANCIAL OBJECTIVES. (LN)

ED035988 EA002748
PLANNING QUALITY EDUCATION: A PROPOSAL FOR INTEGRATING THE DENVER PUBLIC SCHOOLS. OCT 68, 158P.

THIS DOCUMENT CONTAINS A COMPREHENSIVE PLAN FOR ACHIEVING QUALITY INTEGRATED EDUCATION IN THE DENVER, COLORADO, PUBLIC SCHOOLS. A SYSTEM OF ELEMENTARY AND SECONDARY MODEL-SCHOOL COMPLEXES IS PROPOSED AS A VEHICLE FOR MAXIMIZING SOCIAL AND RACIAL INTEGRATION WHILE PROVIDING INNOVATIVE INSTRUCTIONAL PROGRAMS FOR ALL STUDENTS IN THE SCHOOL SYSTEM. A DESCRIPTION OF THE APPLICATION OF THE MODEL-SCHOOLS CONCEPT TO DENVER'S ELEMENTARY, JUNIOR HIGH, AND SENIOR HIGH SCHOOLS IS FOLLOWED BY SPECIFICATION OF THE OPERATIONAL REQUIREMENTS IN THE FOLLOWING AREAS: (1) TRANSPORTATION AND PUPIL ASSIGNMENT, (2) INSTRUCTIONAL PROGRAMS, (3) STAFFING, (4) CONSTRUCTION AND FACILITIES, (5) TIMING FOR IMPLEMENTATION, (6) FINANCING, AND (7) PUBLIC RELATIONS. A LIST OF COMMUNITY ORGANIZATIONS INVOLVED IN THE PLANNING PROCESS AND A BIBLIOGRAPHY CONTAINING 90 RECENT CITATIONS ARE APPENDED. [MAPS ON PP. 15A-15I AND ON PP. 99A-99F MAY BE OF POOR QUALITY WHEN REPRODUCED.] (JH)

ED035994 EA002783
MODIFYING EXISTING MANAGEMENT SYSTEMS FOR USE IN EDUCATIONAL AGENCIES OR HOW TO EAT AN ELEPHANT. 13 NOV 69, 9P.

FIVE BASIC ASSUMPTIONS UNDERLIE THE EFFECTIVE APPLICATION OF THE SYSTEMS APPROACH TO EDUCATIONAL MANAGEMENT.

ED035996 EA002790
DIGEST OF EDUCATIONAL STATISTICS, 1969 EDITION. SIMON, KENNETH A.; GRANT, W. VANCE, SEP 69, 140P.
HC NOT AVAILABLE FROM EDRS.

THE 1969 EDITION OF THE DIGEST OF EDUCATIONAL STATISTICS IS THE EIGHTH IN THIS SERIES OF ANNUAL PUBLICATIONS. THE PRIMARY PURPOSE OF THIS COMPENDIUM OF TABLES IS TO PROVIDE AN ABSTRACT OF STATISTICAL INFORMATION COVERING THE BROAD FIELD OF AMERICAN EDUCATION FROM KINDERGARTEN THROUGH THE GRADUATE SCHOOL. SUBJECTS ON WHICH STATISTICS ARE GIVEN INCLUDE THE NUMBER OF SCHOOLS AND COLLEGES, SCHOOL ENROLLMENTS, TEACHERS, GRADUATES, EDUCATIONAL ATTAINMENT, FINANCES, FEDERAL FUNDS FOR EDUCATION, LIBRARIES, INTERNATIONAL EDUCATION, AND RESEARCH AND DEVELOPMENT. THE DIGEST IS DIVIDED INTO FIVE CHAPTERS: (1) ALL LEVELS OF EDUCATION, (2) ELEMENTARY AND SECONDARY EDUCATION, (3) HIGHER EDUCATION, (4) FEDERAL PROGRAMS FOR EDUCATION, AND (5) SELECTED STATISTICS RELATED TO EDUCATION IN THE U.S. IMPROVEMENTS AND ADDITIONS OVER PREVIOUS VOLUMES IN THIS SERIES INCLUDE SELECTED STATISTICS ON LOCAL PUBLIC SCHOOL SYSTEMS

ED036005 EC004828
A DESIGN FOR A CONTINUUM OF SPECIAL EDUCATION SERVICES INCLUDING A PROPOSAL FOR A PILOT STUDY. JUN 69, 125P.

AS A MEANS TO INTEGRATE CHILDREN WITH LEARNING DISABILITIES INTO THE REGULAR CLASS STRUCTURE OF THE SCHOOL, A PLAN HAS BEEN DEVELOPED WHICH WOULD PROVIDE FOR SPECIALIZED SERVICES IN A FLEXIBLE ORGANIZATIONAL PATTERN. A REVISED SYSTEM OF STATE REIMBURSEMENT TO THE LOCAL SCHOOL SYSTEMS IS DESIGNED TO MAINTAIN CHILDREN WITH MILD HANDICAPS IN THE REGULAR CLASSROOM

ED036007 EC004845
DIMENSIONS OF EDUCATIONAL NEED. JOHNS, ROE L., ED.; AND OTHERS, 69, 250P.

ROE L. JOHNS AND J. ALAN THOMAS SURVEY THE PROBLEM OF EDUCATIONAL NEED

ED036008 EC004846
KENTUCKY'S PUBLIC SCHOOLS: STATUS REPORT AUG 69, 61P.
EDRS PRICE MF-$0.50 HC-$3.15

UNDER KENTUCKY'S FOUNDATION PROGRAM LAW OF 1954 AS AMENDED, WHICH PROVIDES FOR CLASSROOM UNITS FOR EXCEPTIONAL CHILDREN, THE NUMBER OF SUCH UNITS HAS INCREASED FROM 99.3 TO 29 DISTRICTS IN THE PROGRAM'S FIRST YEAR TO 1,060 IN 148 OF THE STATE'S 193 DISTRICTS IN 1969-70. UNITS FOR THE MENTALLY RETARDED INCREASED MOST, FROM 22.5 TO 732.3, IN 130 DISTRICTS. IN 1969-70, 66 DISTRICTS PROVIDED THE SERVICES OF A SPEECH CORRECTIONIST

ED036016 EC004887
EDUCATIONAL GUIDELINES: A FAMILY-ORIENTED PRESCHOOL PROGRAM FOR HEARING-IMPAIRED CHILDREN IN MINNESOTA. 67, 11P.

THE BASES AND NEED FOR MINNESOTA'S FAMILY ORIENTED SERVICES FOR HEARING IMPAIRED PRESCHOOLERS ARE STATED. GUIDELINES SPECIFY PROGRAM OBJECTIVES AND STANDARDS, AND DESCRIBE THE INSTRUCTIONAL AND COMPREHENSIVE PROGRAMS. THE NEED FOR PARENT INVOLVEMENT IS CONSIDERED ALONG WITH PARENT COUNSELING AND GUIDANCE. ALSO DELINEATED ARE SITE, PERSONNEL QUALIFICATIONS, CLASS SIZE, PROGRAM EVALUATION, STATE REIMBURSEMENT, AND FOUNDATION AND TRANSPORTATION AIDS. (JD)

ED036017 EC004893
DIRECTORY OF PROGRAMS FOR THE EDUCATION OF HANDICAPPED CHILDREN IN THE U.S. OFFICE OF EDUCATION. MAY 69, 88P.

THE DIRECTORY IDENTIFIES THE RESPONSIBILITIES AND PROGRAMS FOR THE EDUCATION OF HANDICAPPED CHILDREN BY THE U.S. OFFICE OF EDUCATION AND DESCRIBES THE PURPOSE, SIZE, AND SCOPE OF EFFORT OF THESE PROGRAMS. THE MAJOR SECTION OF THE DOCUMENT COVERS DIVISIONS WITHIN THE BUREAU OF EDUCATION FOR THE HANDICAPPED, THE BUREAU OF ELEMENTARY AND SECONDARY EDUCATION, AND THE BUREAU OF HIGHER EDUCATION. OTHER BUREAUS COVERED ARE ADULT, VOCATIONAL, AND LIBRARY PROGRAMS, EDUCATIONAL PERSONNEL DEVELOPMENT, RESEARCH, AND THE OFFICE OF CONSTRUCTION SERVICE. THE ROLE OF EACH BUREAU OR DIVISION IS DISCUSSED. TYPES OF BENEFITS AND RESPONSIBILITIES ARE TABULATED FOR EACH PROGRAM AND THE PIECE OF LEGISLATION WHICH GOES WITH IT. AN ALPHABETICAL INDEX TO PROGRAMS AND A CATEGORICAL INDEX ARE ALSO INCLUDED. (RJ)

ED036046 EF001778
OPPORTUNITIES UNDER THE VOCATIONAL EDUCATION ACT OF 1963. INFORMATION AND GUIDELINES FOR FORMATION/CONSTRUCTION OF AREA SECONDARY/POST-SECONDARY VOCATIONAL EDUCATION SCHOOL FACILITIES. OCT 66, 10P.

DEFINITIONS OF "AREA VOCATIONAL EDUCATION SCHOOL CONSTRUCTION", "SCHOOL FACILITIES", "EQUIPMENT", AND "OCCUPATIONAL FIELD" ARE GIVEN IN TERMS OF THE VOCATIONAL EDUCATION ACT OF 1963. THE TERMS AND CONDITIONS FOR APPROVAL OF PROJECTS, MATCHING REQUIREMENTS AND PURPOSES, CRITERIA IN DETERMINING RELATIVE PRIORITIES OF PROJECTS, STEPS FOR PLANNING AREA FACILITIES, AND A PROPOSAL OUTLINE ARE DISCUSSED. (HH)

ED036049 EF001793
THE PORTABLE CLASSROOM IMPACT ON EDUCATIONAL PROGRAMS AND SCHOOL FACILITY FINANCING IN CALIFORNIA. GIBSON, CHARLES D.; EATOUGH, CLAIR L., 18 JAN 68, 7P.

A DISCUSSION OF PORTABLE CLASSROOMS IN CALIFORNIA INCLUDES STATEMENTS ON THE EXTENT OF THEIR USE, THE REASONS FOR THEIR PURCHASE, PUBLIC ATTITUDES TOWARD THEM, SOME POSSIBLE LIMITATIONS, AND THE POLICY REGARDING THEIR USE. THE PAPER CONCLUDES THAT BEFORE POLICY IMPLEMENTATIONS ARE IMPOSED ON PORTABLE CLASSROOMS, A NEW SURVEY MUST BE UNDERTAKEN WHICH WOULD ASSESS THEIR BENEFITS IN TERMS OF EDUCATIONAL GOALS AND ESTABLISH THEIR TRUE AND TOTAL COSTS. (FPO)

ED036053 EF001847
HOW TO PREPARE EDUCATIONAL SPECIFICATIONS OUTLINE. [68], 6P.

EDUCATIONAL SPECIFICATIONS ARE DEFINED AND THEIR PURPOSE DESCRIBED. EACH INDIVIDUAL'S ROLE IN THE SPECIFICATION PROCESS IS DELINEATED ALONG WITH A CHECKLIST OF ACTIVITIES FOR VARIOUS PHASES OF DEVELOPMENT. RECOMMENDED AREA ALLOWANCES PER STUDENT IN VARIOUS SUBJECTS ARE STATED. (FPO)

ED036056 EF001875
SCHOOL CONSTRUCTION SUMMARY, FISCAL 1967. 67, 14P.
HC NOT AVAILABLE FROM EDRS.

A TABULAR SUMMARY OF SCHOOL CONSTRUCTION--PUBLIC AND NON PUBLIC--IN MICHIGAN FOR FISCAL YEAR 1967 IS PRESENTED. DISCUSSIONS OF SMALL PROJECTS APPROVALS, TRANSPORTABLE BUILDINGS, FUTURE CONSTRUCTION, AND SPECIAL FACILITIES ARE INCLUDED. (FPO)

ED036059 EF001984
PUBLIC SCHOOL BUILDING AID PROGRAM IN CONNECTICUT. A BRIEF HISTORY FROM 1945 TO 1968. MAY 68, 6P.

LEGISLATIVE HISTORY IN CONNECTICUT IS BRIEFLY REVIEWED WITH REFERENCE TO THE PUBLIC SCHOOL BUILDING AID PROGRAM. SPECIAL ACTIONS TAKEN BY THE 1965 LEGISLATURE AND THE 1967 GENERAL ASSEMBLY ARE ENUMERATED. A STATISTICAL SUMMARY OF AID UNDER THE PROGRAM IS PRESENTED. (FPO)

ED036063 EF002066
HANDBOOK FOR SCHOOL PLANT PLANNING FOR ARKANSAS PUBLIC SCHOOLS 1967. 67, 46P.

THE PLANNING PROCEDURE SUGGESTED IN THIS HANDBOOK CONSISTS OF AN EVALUATION OF THE EXISTING EDUCATIONAL PROGRAM AND A COMPREHENSIVE SURVEY OF THE SCHOOL PLANT. RESULTING RECOMMENDATIONS WILL INVOLVE RENOVATION OF, OR ADDITIONS TO, PRESENT BUILDINGS, OR NEW BUILDING ON EXISTING SITES. A SUMMARY OF RECOMMENDATIONS ON SCHOOL CONSTRUCTION ECONOMIES IS GIVEN. THE BUILDING BUDGET IS DISCUSSED, INCLUDING LOANS AND BONDS, AND THE SELECTION OF AN EDUCATIONAL CONSULTANT AND ARCHITECT. APPENDICES OFFER INFORMATION ON SCHOOL SITES, LIGHTING, AND FINISHES, AND IN SOME DETAIL ON SPACE GUIDELINES. A BIBLIOGRAPHY OF PLANNING MANUALS FROM OTHER STATE DEPARTMENTS OF EDUCATION IS APPENDED. (FPO)

ED036065 EF002193
GUIDELINES FOR SCHOOL PROPERTY ACCOUNTING IN COLORADO, PART II--GENERAL FIXED ASSET ACCOUNTS. AUG 67, 26P.

THE SECOND PUBLICATION OF A SERIES OF THREE ISSUED BY THE COLORADO DEPARTMENT OF EDUCATION IS DESIGNED AS A GUIDE FOR LOCAL SCHOOL DISTRICTS IN THE DEVELOPMENT OF A PROPERTY ACCOUNTING SYSTEM. IT DEFINES AND CLASSIFIES GROUPS OF ACCOUNTS WHEREBY FINANCIAL INFORMATION, TAKEN FROM INVENTORY RECORDS, MAY BE TRANSCRIBED INTO DEBIT AND CREDIT ENTRIES FOR AUDIT PURPOSES. EXAMPLES OF SUMMARY STATEMENTS AND JOURNAL ENTRIES ARE INCLUDED ALONG WITH A BIBLIOGRAPHY OF PROPERTY ACCOUNTING SOURCES. (NI)

ED036068 EF002303
GUIDELINES FOR SCHOOL PROPERTY ACCOUNTING IN COLORADO. AUG 68, 51P.

THIS MANUAL IS BASICALLY A PROCEDURAL OUTLINE TO ASSIST LOCAL SCHOOL OFFICIALS IN DEVELOPING AND ORGANIZING A MEANINGFUL SCHOOL PROPERTY ACCOUNTING SYSTEM TO COMPLY WITH GENERALLY ACCEPTED GOVERNMENTAL ACCOUNTING PRINCIPLES. A LIST OF REFERENCES CONCERNED WITH PROPERTY ACCOUNTING IS INCLUDED. (FS)

ED036069 EF002502
A SURVEY REPORT OF SCHOOL PLANT MANAGEMENT FOR ESCAMBIA COUNTY, FLORIDA. MAY 65, 94P.
HC NOT AVAILABLE FROM EDRS.

THIS REPORT ANALYZES DATA COLLECTED BY SURVEY TEAMS CONCERNED WITH MAINTENANCE AND OPERATION OF SCHOOL PLANTS IN RELATION TO ORGANIZATION, ADMINISTRATION, BUDGETING, EXPENDITURES, PURCHASING, STAFFING, WAREHOUSING AND DISTRIBUTION, MAINTENANCE SHOPS, ADMINISTRATIVE PRACTICES, PERFORMANCE STANDARDS, AND EFFICIENCY. THE BASIC PURPOSES OF A MAINTENANCE AND OPERATIONS PROGRAM FOR A SCHOOL ARE STATED, RECOMMENDATIONS MADE, AND WORKSHEETS FOR ESTIMATING CUSTODIAL PERSONNEL REQUIREMENTS AND DAILY WORK LOADS INCLUDED. (FPO)

ED036072 EF002618
SCHOOL FACILITIES SURVEY. MAR 65, 240P.
HC NOT AVAILABLE FROM EDRS.

THIS SURVEY OF FACILITY NEEDS INCLUDES AN EVALUATION OF STAFF ORGANIZATION AND OPERATING PROCEDURES FOR THE PHILADELPHIA PUBLIC SCHOOL DISTRICT. THE EDUCATIONAL POLICIES ADOPTED BY THE PHILADELPHIA BOARD OF EDUCATION RELATING TO SCHOOL FACILITIES ARE DISCUSSED, AND EXISTING SITES AND BUILDINGS, POPULATION ENROLLMENT DATA, AND FINANCIAL DATA ARE REVIEWED. BASED UPON THIS INFORMATION, STATEMENTS CONCERNING NEW SCHOOL AND EXISTING SCHOOL CAPITAL NEEDS ARE PRESENTED.

ED036076 EF002735
FIFTEEN FINE YEARS OF SCHOOL CONSTRUCTION PROGRESS, 1950-1965. 66, 63P.

A PROGRESS REPORT REVIEWS THE MILWAUKEE SCHOOL BOARD'S CONTINUOUS PROGRAM OF ACQUIRING SITES AND BUILDING SCHOOLS. AN ITEMIZED LISTING OF 140 COMPLETED CONSTRUCTION PROJECTS IS SUPPLEMENTED WITH PERTINENT FACTS AND FIGURES, INCLUDING--(1) GROWTH FACTORS AFFECTING SCHOOL BUILDING NEEDS, (2) RESULTANT INCREASES IN THE PHYSICAL PLANT, STAFF AND BUDGET, (3) RESEARCH ACTIVITIES OF THE STAFF AND THE BOARD, (4) THE ROLES OF THE CONSTRUCTION AND REPAIR DIVISIONS, AND (5) THE PROGRAM FOR SCHOOL MODERNIZATION. BASIC POLICIES RELATING TO SITE SELECTION, SCHOOL CONSTRUCTION, AND DISTRICTING ARE DISCUSSED. A SECTION DEALING WITH THE FINANCIAL ASPECTS OF THE BUILDING PROGRAM SUMMARIZES FOUR SCHOOL BOND REFERENDUM ELECTIONS AND DISCLOSES THE REVENUES RECEIVED ANNUALLY THROUGH THE CONSTRUCTION FUND LEVY. (FS)

ED036078 EF002768
A FIVE-YEAR SCHOOL BUILDING AND FUTURE SITES PROGRAM 1966-1970. JAN 65, 114P.

FIVE-YEAR SCHOOL BUILDING AND SITE NEEDS AND RELATED FINANCIAL REQUIREMENTS ARE SUMMARIZED FOR MILWAUKEE'S SCHOOLS. EDUCATIONAL POLICIES CONCERNING THE SCHOOL BUILDING PROGRAM ARE STATED, AND CONSIDERATION IS GIVEN TO FACTORS AFFECTING SCHOOL BOARD NEEDS SUCH AS BIRTH RATE, PUBLIC HOUSING PROJECTS, URBAN RENEWAL, HIGHWAYS, AND EXPRESSWAYS. SCHOOL FACILITIES AND SITES NEEDED ARE SPECIFICALLY NOTED. A PROGRESS REPORT IS GIVEN ON THE SCHOOL CONSTRUCTION AND IMPROVEMENT PROGRAM, AND INTERIM REPORTS OF THE FIVE-YEAR BUILDING AND FUTURE SITES COMMISSION ARE PRESENTED. (FS)

ED036080 EF002869
A STUDY OF THREE ELEMENTARY SCHOOLS CONSTRUCTED FROM A SINGLE MODIFIABLE PLAN IN THE EDMONDS, WASHINGTON, SCHOOL DISTRICT. 65, 159P.
HC NOT AVAILABLE FROM EDRS.

THE STUDY INVESTIGATES IN PARTICULAR WHETHER THE MULTIPLE USE OF ONE BUILDING PLAN WAS ECONOMICAL, WHETHER LIMITATIONS WERE THEREBY IMPOSED ON THE SCHOOL PROGRAM, AND WHAT INADEQUACIES WERE DISCOVERED IN THE SCHOOL BUILDING CONSTRUCTED. CONCLUSIONS, RECOMMENDATIONS, AND A BIBLIOGRAPHY ARE INCLUDED. (FPO)

ED036086 EF003663
SCHOOL BUILDING RESOURCES AND THEIR EFFECTIVE USE. SOME AVAILABLE TECHNIQUES AND THEIR POLICY IMPLICATIONS. 66, 160P.
DOCUMENT NOT AVAILABLE FROM EDRS.

A COMPREHENSIVE ANALYSIS IS PRESENTED OF MAJOR ISSUES INVOLVED IN SECURING EFFECTIVE AND ECONOMICAL USE OF SCHOOL BUILDING RESOURCES. IT IS NOTED THAT AN EFFECTIVE SCHOOL BUILDING INVESTMENTS POLICY WILL SUCCEED IN BUILDING THE RIGHT KIND OF SCHOOL IN THE RIGHT PLACE AT THE RIGHT TIME AND AT THE RIGHT COST. THIS VOLUME EXAMINES THE IMPLICATIONS OF THESE CRITERIA, IDENTIFIES THE LIKELY PREREQUISITES FOR SUCCESSFUL IMPLEMENTATION OF SCHOOL BUILDING PROGRAMS, AND EXPLORES IN PARTICULAR THE FACTORS AFFECTING COST AND COST REDUCTIONS. (FS)

ED036088 EF003779
EDUCATIONAL FACILITY NEEDS OF THE MADISON-PLAINS LOCAL SCHOOL DISTRICT, MADISON COUNTY, OHIO. CANDOLI, I. C.; AND OTHERS, JUL 69, 91P.

SEPARATE SECTIONS OF THE STUDY PRESENT DETAILED INFORMATION AND ANALYSES OF--(1) THE EDUCATIONAL PROGRAM, (2) SCHOOL ENROLLMENTS, (3) EXISTING SCHOOL PLANT, (4) FINANCIAL RESOURCES, AND (5) SCHOOL PLANT NEEDS. RECOMMENDATIONS ARE SET FORTH AND THEIR FINANCIAL IMPLICATIONS CONSIDERED. (FS)

ED036105 EF003932
CREATIVE CONTROL OF BUILDING COSTS. MAY 67, 239P.
DOCUMENT NOT AVAILABLE FROM EDRS.

ARCHITECTS AND OTHER AUTHORITIES INTERESTED IN COST CONTROL EXAMINE THE IMPORTANCE AND USE OF ITS METHODS AND PRINCIPLES. THEY OUTLINE THE MAJOR FACTORS IN DESIGN AND CONSTRUCTION THAT DETERMINE BUILDING COSTS. THE DISCUSSIONS INCLUDE THOSE ELEMENTS OF MAINTENANCE, REPAIR, AND REPLACEMENT THAT ADD TO THE COST OF A FINISHED BUILDING DURING ITS LIFETIME. PRINCIPLES OF LAW AS RELATED TO COSTS ARE ALSO DEFINED. THE AUTHORS ALSO DESCRIBE VARIOUS METHODS OF COST CONTROL CURRENTLY IN USE, SHOW HOW TO USE THEM, AND SUGGEST MORE SOPHISTICATED METHODS AND COMBINATIONS OF METHODS. (TC)

ED036111 EF003948
AN INVESTIGATION OF COSTS OF INEXPENSIVE ENCLOSURES FOR RECREATIONAL AREAS. OCT 69, 48P.

INFORMATION IS PRESENTED REGARDING COSTS OF INEXPENSIVE TYPES OF CLEAR-SPAN STRUCTURES THAT ENCLOSE AREAS USED FOR RECREATIONAL AND ATHLETIC ACTIVITIES. THE COSTS OF SEVEN DISTINCT TYPES OF READILY AVAILABLE STRUCTURES, AND SEVERAL VARIATIONS OF TWO OF THEM, ARE ANALYZED AND COMPARED. THESE COSTS, INCLUDING THE CHARGES FOR FINANCING, OPERATION, AND MAINTENANCE AS WELL AS THE INITIAL COSTS, ARE COMPARED FOR THREE ALTERNATIVE ANNUAL TERMS OF USE OVER PERIODS OF 5, 10, AND 20 YEARS. DETAILED COST CALCULATIONS FOR EACH OF TWELVE VARIATIONS OF APPROPRIATE STRUCTURES ARE PRESENTED, SUMMARIZED IN BOTH TABULAR AND GRAPH FORM. RECOMMENDATIONS ARE INCLUDED AS TO THE ESSENTIAL FEATURES OF THE "IDEAL" STRUCTURE FOR USES OF THIS KIND. (FS)

ED036119 EF004030
BUILDINGS FOR EDUCATION. VOL. 3, NO. 3. SEP 69, 30P.
HC NOT AVAILABLE FROM EDRS.

PRESENT GUIDELINES AND REQUIREMENTS FOR ASIAN EDUCATIONAL FACILITIES PLANNING, CONSTRUCTION, AND OUTFITTING WITH EQUIPMENT ARE REVIEWED. THE PHYSICAL NEEDS OF FLEXIBLE CLASSROOMS, FURNITURE, SCIENCE FACILITIES, AND LABORATORIES ARE EMPHASIZED IN THE OVERVIEW. EDUCATIONAL BUILDING ABSTRACTS ARE INCLUDED WITH DATA SOURCES ON--(1) HYGIENE, (2) CLIMATIC FACTORS, (3) BUILDING SYSTEMS AND MATERIALS, AND (4) EDUCATIONAL EQUIPMENT AND UTILITIES. (TG)

ED036124 EF004041
CONCEPTUAL DESIGN FOR A PLANNING, PROGRAMMING, BUDGETING SYSTEM FOR CALIFORNIA SCHOOL DISTRICTS. PRELIMINARY. 69, 68P.
HC NOT AVAILABLE FROM EDRS.

A CONCEPTUAL DESIGN IS PRESENTED FOR A PLANNING, PROGRAMMING, BUDGETING SYSTEM (PPBS), WHICH PROVIDES THE INFORMATION NECESSARY FOR--(1) PLANNING EDUCATIONAL PROGRAMS THAT WILL MEET THE NEEDS OF THE COMMUNITY, AND (2) CHOOSING AMONG THE ALTERNATIVE WAYS IN WHICH

A SCHOOL DISTRICT CAN ALLOCATE RESOURCES TO ACHIEVE ITS GOALS AND OBJECTIVES. THE PPBS DESCRIBED IN THIS MANUAL HAS BEEN DEVELOPED TO ASSIST CALIFORNIA SCHOOL DISTRICTS ACHIEVE A MORE EFFECTIVE AND EFFICIENT UTILIZATION OF AVAILABLE RESOURCES--MONEY, MANPOWER, AND MATERIALS. IT PROVIDES THE MEANS FOR SYSTEMATICALLY ANALYZING DISTRICT NEEDS IN ORDER TO DETERMINE THE MOST EFFECTIVE ALLOCATION OF AVAILABLE RESOURCES, AND FOR ASSESSING THE ACCOMPLISHMENT OF STATE AND DISTRICT OBJECTIVES. A BIBLIOGRAPHY IS INCLUDED. (FS)

ED036140 EF004098
VALUE ENGINEERING IN FEDERAL CONSTRUCTION AGENCIES. THE REPORT OF A CONFERENCE CONVENED BY THE FEDERAL CONSTRUCTION COUNCIL, BUILDING RESEARCH ADVISORY BOARD, AT THE NATIONAL ACADEMY OF SCIENCES (WASHINGTON, D.C., MAY 27, 1969). MAY 69, 81P.

A SERIES OF PAPERS AND DELIBERATIONS OF THE CONFERENCE ARE PRESENTED WHICH--(1) IDENTIFY THE POLICIES, PRACTICES, AND PROCEDURES OF THE VARIOUS AGENCIES, (2) IDENTIFY AND DISCUSS UNRESOLVED PROBLEMS RELATED TO VALUE ENGINEERING, AND (3) DERIVE CONCLUSIONS REGARDING THE FUTURE COURSE OF VALUE ENGINEERING PROGRAMS IN FEDERAL CONSTRUCTION AGENCIES. BOTH THE DESIGN AND CONSTRUCTION PHASES OF VALUE ENGINEERING ARE DISCUSSED IN RELATION TO THEIR INFLUENCE ON NEW CONSTRUCTION PROJECTS. SEVERAL FEDERAL CONSTRUCTION AGENCIES REPORT ON THE RELATIONSHIP OF VALUE ENGINEERING TO THEIR AGENCY. SPECIFIC PROBLEM AREAS IN VALUE ENGINEERING ARE ANALYZED SUCH AS--(1) PRINCIPLES OF ORGANIZATIONAL ARRANGEMENTS, (2) COST REDUCTION, (3) THE POSITION OF VALUE ENGINEERING IN MANAGEMENT, (4) CONTRACT INCENTIVE CLAUSES, (5) PROJECT SELECTION AND INITIATION, (6) CONFIGURATION MANAGEMENT, (7) TECHNIQUES AND PROCEDURES, AND (8) INNOVATIONS AND MANAGEMENT SUPPORT. (TC)

ED036207 FL001323
PROJECT PASO: A PARALLEL BI-LINGUAL CURRICULUM. AN APPLICATION FOR AN OPERATIONAL GRANT UNDER THE PROVISIONS OF TITLE III, P.L. 89-10. VEKANDER, BERTIE M.; AND OTHERS, JAN 68, 84P.
HC NOT AVAILABLE FROM EDRS.

THIS TITLE 3 PROPOSAL OUTLINES A PROGRAM OF PARALLEL BILINGUAL INSTRUCTION FOR NON-ENGLISH SPEAKING MEXICAN STUDENTS AND SPANISH-SPEAKING ANGLO STUDENTS IN GRADES 9-12, DESIGNED TO ASSIMILATE SPANISH-SPEAKING STUDENTS WITHIN TWO YEARS AND TO IMPROVE THE SPANISH SKILLS OF ANGLO STUDENTS. A DESCRIPTIVE SECTION INCLUDES INFORMATION ON THE COMMUNITY, STATEMENT OF NEED, OBJECTIVES, PROCEDURES, EMPHASIS, PLANNING, NON-PUBLIC SCHOOL PARTICIPATION, EVALUATION, DISSEMINATION, PERSONNEL QUALIFICATION, FACILITIES, EQUIPMENT, AND MATERIALS. OTHER SECTIONS INCLUDE STATISTICAL DATA, FINANCIAL INFORMATION, AND ASSURANCES. AN APPENDIX CONTAINS SAMPLE MATERIALS, SURVEY RESULTS, AND ADDITIONAL EXPLANATORY MATERIAL. [NOT AVAILABLE IN HARD COPY DUE TO MARGINAL LEGIBILITY OF ORIGINAL DOCUMENT.] (AF)

ED036211 FL001427
INTERNATIONAL EXCHANGE-1968: A REPORT OF THE BUREAU OF EDUCATIONAL AND CULTURAL AFFAIRS, DEPARTMENT OF STATE. 69, 43P.
HC NOT AVAILABLE FROM EDRS.

INFORMATION ABOUT EXCHANGE PROGRAMS BETWEEN THE UNITED STATES AND NEARLY 130 COUNTRIES AND TERRITORIES FOR STUDENTS, RESEARCH SCHOLARS, TEACHERS, LECTURERS, AND INTERNATIONAL VISITORS IS PRESENTED IN THIS REPORT. PROGRAMS ARE DISCUSSED IN GENERAL TERMS BY GEOGRAPHICAL AREA. A REVIEW OF THE INTERNATIONAL VISITORS PROGRAM INCLUDING FOREIGN LEADERS, SPECIALISTS, AND EDUCATIONAL TRAVEL FROM 1964-68 IS PROVIDED. OTHER EDUCATIONAL AND CULTURAL ACTIVITIES ARE DESCRIBED, INCLUDING EXCHANGES IN THE ARTS AND IN SPORTS, THE AMERICAN SPECIALIST PROGRAM, CONFERENCES, COORDINATION AND COLLABORATION WITH OTHER PROGRAMS AND ORGANIZATIONS, NON-SPONSORED STUDENTS, THE EAST-WEST CENTER, AND VOLUNTEERS TO AMERICA. MANY TABLES AND GRAPHS, INCLUDING A PROFILE OF THE FISCAL YEAR 1968 PROGRAM, ARE INCLUDED. (AF)

ED036212 FL001428
SURVEY OF THE TEACHING OF GERMAN IN PUBLIC AND NONPUBLIC SECONDARY SCHOOLS IN THE SCHOOL YEAR 1965-1966. [66], 51P.

TABLES AND GRAPHS ILLUSTRATE THE INFORMATION GATHERED IN THIS SURVEY ON THE TEACHING OF GERMAN. MAJOR ATTENTION IS FOCUSED ON THE ORGANIZATION OF CLASSES FROM LEVEL 1 THROUGH 6, INCLUDING FIGURES ON TEACHER LOAD, SCHEDULING, STUDENT ENROLLMENT, INSTRUCTIONAL MATERIALS, AND LABORATORY WORK. RESULTS CONCERNING TEXTBOOK USE AND AUDIOVISUAL AIDS ARE SUPPLIED. A SECTION ON SCHOOL OFFERINGS IN GERMAN IS QUITE EXTENSIVE, WITH SPECIAL EMPHASIS ON FOREIGN LANGUAGE IN THE ELEMENTARY SCHOOL (FLES), EXTRACURRICULAR ACTIVITIES, TEACHER SOURCES OF ASSISTANCE, AND BOOKS AND PUBLICATIONS OF PARTICULAR VALUE TO THE GERMAN TEACHER. CONSIDERABLE MATERIAL ON TEACHERS INCLUDES INFORMATION ON ACADEMIC BACKGROUND, COURSES IN METHODS AND IN LINGUISTICS, PARTICIPATION IN INSTITUTES AND WORKSHOPS, AND WHETHER OR NOT THE TEACHER RECEIVED ALL HIS GERMAN TRAINING IN AMERICAN SCHOOLS. (AF)

ED036219 FL001516
MLA GUIDE TO FEDERAL PROGRAMS: AN ANALYSIS OF CURRENT GOVERNMENT FINANCIAL ASSISTANCE PROGRAMS FOR STUDENTS, TEACHERS, RESEARCHERS, AND SCHOLARS IN THE FIELDS OF ENGLISH AND FOREIGN LANGUAGES. 69, 57P.

THIS GUIDE TO 24 GOVERNMENT FINANCIAL ASSISTANCE PROGRAMS DESCRIBES AND DETAILS THE PURPOSE, AUTHORIZING LEGISLATION, ELIGIBILITY, METHOD OF OPERATION, IMPLICATIONS FOR ENGLISH AND FOREIGN LANGUAGES, FUNDING, AND ADDRESSES FOR CURRENT INFORMATION FOR EACH SOURCE OF ASSISTANCE. AUTHORIZING LEGISLATION FOR THE PROGRAMS DISCUSSED INCLUDES: (1) HIGHER EDUCATION ACT, (2) NATIONAL DEFENSE EDUCATION ACT, (3) ELEMENTARY AND SECONDARY EDUCATION ACT, (4) COOPERATIVE RESEARCH EDUCATION ACT, (5) EDUCATION PROFESSIONS DEVELOPMENT ACT, (6) MUTUAL EDUCATIONAL AND CULTURAL EXCHANGE ACT, AND (7) NATIONAL FOUNDATION ON THE ARTS AND HUMANITIES ACT. SUGGESTIONS AND ADDRESSES NEEDED TO USE THE GUIDE AND KEEP ABREAST OF THE CHANGING STATUS OF GOVERNMENT PROGRAMS ARE PROVIDED. (RL)

ED036244 FL001658
WHERE HAS ALL THE MONEY GONE? THE NEED FOR COST-EFFECTIVENESS STUDIES IN THE TEACHING OF FOREIGN LANGUAGES. 69, 8P.

A COST-EFFECTIVENESS STUDY IN THE TEACHING OF FOREIGN LANGUAGES WOULD, IF IMPLEMENTED, AIM TO DETERMINE THE RESULTS OF COST-EFFECTIVENESS BY THE INTRODUCTION OF NEW AIMS, METHODS, AND EQUIPMENT

ED036269 HE001324
DISCUSSION OF PAPERS ON THE ECONOMICS OF EDUCATION. 29 DEC 69, 4P.

THREE PAPERS REPRESENTING ADVANCE ACCOUNTS OF THE EARLY STAGES OF RESEARCH IN PROGRESS ARE DISCUSSED. "INCOME REDISTRIBUTION EFFECTS OF HIGHER EDUCATION," BY W. LEE HANSEN, DEALS WITH BROAD AND BASIC ISSUES OF PUBLIC POLICY AND FINANCING HIGHER EDUCATION. "DEMAND AND SUPPLY IN U.S. HIGHER EDUCATION: A PROGRESS REPORT," BY ROY RADNER AND L.S. MILLER, DEALS WITH CERTAIN SIGNIFICANT ASPECTS OF THE SOCIOLOGY OF HIGHER EDUCATION. "RESOURCE ALLOCATION IN HIGHER EDUCATION," BY JOSEPH A. KERSHAW AND ALEXANDER MOOD, DEALS WITH CENTRAL PROBLEMS OF MANAGING AN INSTITUTION OF HIGHER EDUCATION. THE PAPERS CONTAIN NO NEW RESULTS THAT ARE CONCLUSIVE. (AF)

ED036346 RC001106
SELECTED BIBLIOGRAPHY ON RURAL EDUCATION, 1967. 67, 7P.

NINETY BOOKS AND ARTICLES PUBLISHED BETWEEN 1929 AND 1967 ARE LISTED IN THIS BIBLIOGRAPHY FOR EDUCATORS INTERESTED IN RURAL EDUCATION AND SMALL SCHOOLS. TWENTY-NINE YEARBOOKS, PUBLISHED BETWEEN 1930 AND 1958 BY THE DEPARTMENT OF RURAL EDUCATION OF THE NATIONAL EDUCATION ASSOCIATION, ARE ALSO INCLUDED. THOUGH EMPHASIS IS ON RURAL EDUCATION, PUBLICATIONS ON ADMINISTRATION, SMALL SCHOOLS, CURRICULUM, PERSONNEL, FACILITIES, DISTRICT REORGANIZATION, FINANCES, AND TRANSPORTATION ARE CITED. (SW)

ED036351 RC004045
INDIAN EDUCATION IN NEW YORK STATE. [69], 20P.

THE DEVELOPMENT OF INDIAN EDUCATION IN THE STATE OF NEW YORK IS TRACED STARTING WITH THE STATE ASSUMING RESPONSIBILITY FOR INDIAN EDUCATION IN 1846 AND ENDING WITH THE 1968-69 SCHOOL YEAR. INITIAL PROVISIONS FOR INDIAN CHILDREN ARE PRESENTED WITH COST AND ENROLLMENT FIGURES. KEY LEGISLATION IS PRODUCED, AND THE VARIOUS ADMINISTRATIVE PERSONNEL ARE NAMED AS EACH MAJOR ADVANCE IS CONSIDERED. STATISTICAL TABLES ON ENROLLMENT, STATE EXPENDITURES FOR INDIAN EDUCATION, AND STUDENT AID TO INDIAN YOUTH ARE INCLUDED. THE REPORT CONCLUDES WITH RECOMMENDATIONS REGARDING THE ADMINISTRATIVE CENTRALIZATION OF INDIAN EDUCATION AT THE STATE LEVEL. (BD)

ED036374 RC004095
A STUDY OF CONTRACTUAL ARRANGEMENTS BETWEEN PROFESSIONAL AND SERVICE ORGANIZATIONS AND LOCAL BOARDS OF EDUCATION IN CATSKILL AREA SCHOOLS FOR THE YEAR 1968-69. HELDMAN, LAWRENCE J.; REIMER, CHARLES T., JAN 69, 28P.

THIS STUDY, FUNDED UNDER TITLE III OF THE ELEMENTARY AND SECONDARY EDUCATION ACT, REPORTS RESULTS OF 31 RESPONSES TO A QUESTIONNAIRE COVERING THE SPECTRUM OF NEGOTIATIONS BETWEEN LOCAL BOARDS OF EDUCATION (EMPLOYER) AND VARIOUS GROUPS OF EMPLOYEES. EMPLOYEE GROUPS INCLUDE FACULTY (PROFESSIONAL STAFF) AND NON-FACULTY OR SERVICE EMPLOYEES. PART ONE OF THIS STUDY DESCRIBES SIZE OF DISTRICTS REPORTING, EXTENT OF NEGOTIATIONS, DURATION OF AGREEMENTS, EMPLOYER'S TIME INVESTMENT IN NEGOTIATIONS, COMPOSITION OF EMPLOYEE NEGOTIATING TEAM, EMPLOYEE REPRESENTATION, COMPOSITION OF EMPLOYER NEGOTIATING TEAM, AND EXTENT OF SERVICE ORGANIZATION PARTICIPATION. PART TWO DEALS WITH ANALYSIS OF CONTRACTS AND SALARY SCHEDULES SUBMITTED TO THE CATSKILL AREA SCHOOL STUDY COUNCIL. INCLUDED IN THE ANALYSIS ARE EXTRA PAY FOR EXTRA DUTIES, LEAVES OF ABSENCE, AND SABBATICAL LEAVE. THE DOCUMENT IS APPENDED WITH MATERIALS USED IN COMPILING DATA FOR THE STUDY. A RELATED DOCUMENT IS RC 004 096. (SW)

ED036375 RC004096
A STUDY OF CONTRACTUAL ARRANGEMENTS BETWEEN PROFESSIONAL AND SERVICE ORGANIZATIONS AND LOCAL BOARDS OF EDUCATION IN CATSKILL AREA SCHOOLS FOR THE YEAR 1969-70. HELDMAN, LAWRENCE J.; REIMER, CHARLES T., NOV 69, 26P.

RESULTS OF 31 RESPONSES TO A QUESTIONNAIRE COVERING THE SPECTRUM OF NEGOTIATIONS WHICH TRANSPIRED DURING THE SCHOOL YEAR 1968-69 AND RESULTING

IN AGREEMENTS FOR THE SCHOOL YEAR 1969-70 ARE REPORTED. THE NEGOTIATIONS DISCUSSED TOOK PLACE BETWEEN THE LOCAL BOARDS OF EDUCATION (EMPLOYER) AND FACULTY (PROFESSIONAL STAFF) AND NON-FACULTY OR SERVICE EMPLOYEES. PART ONE OF THIS STUDY DESCRIBES SIZE OF DISTRICTS REPORTING, EXTENT OF NEGOTIATIONS, EMPLOYER'S TIME INVESTMENT IN NEGOTIATIONS, COMPOSITION OF EMPLOYEE NEGOTIATING TEAM, COMPOSITION OF EMPLOYER NEGOTIATING TEAM, AND MOST SIGNIFICANT DEMANDS MADE OF TEACHERS, OF THE BOARD OF EDUCATION, AND OF SERVICE EMPLOYEES. COMPARISONS ARE MADE BETWEEN 1968-69 AND 1969-70. PART TWO DEALS WITH ANALYSIS OF CONTRACTS AND SALARY SCHEDULES. SALARY RANGES ARE COMPARED BY EDUCATIONAL LEVEL FOR 1966-70. THE DOCUMENT IS APPENDED WITH THE QUESTIONNAIRE USED IN THE STUDY. A RELATED DOCUMENT IS RC 004 095. (SW)

ED036457 SP003454
EDUCATION'S NEW DUALISMS. A PROVOCATIVE ESSAY ON PARAPROFESSIONALS AND PROFESSIONALISM. QUEST SERIES 8. 69, 9P.

AMONG THE DUALISMS PLAGUING CONTEMPORARY EDUCATORS ARE THE SEPARATION BETWEEN PRESERVICE AND INSERVICE EDUCATION, THE OBSCURITY BETWEEN NONINSTRUCTIONAL AND INSTRUCTIONAL TASKS, AND THE ISSUES OF CERTIFICATION AND PROFESSIONALISM. THOSE TASKS WHICH RELATE TO OR INVOLVE LEARNERS IN ANY WAY ARE "INSTRUCTIONS," AND THE "EDUCATIONAL WORKER" INVOLVED WITH CHILDREN TO THE EXTENT THAT HE HAS THE OPPORTUNITY TO INFLUENCE BEHAVIOR IN SOME WAY IS A "TEACHER" WHETHER HE IS AIDE, ASSISTANT, STUDENT TEACHER, TUTOR, FULL-TIME INSTRUCTOR, OR SPECIALIST. STANDARDS IN THE PROFESSIONAL LIVES OF EDUCATIONAL WORKERS SHOULD BE FOCUSED UPON AND RAISED IN FOUR AREAS.

ED036479 SP003565
THE "RELEVANCE" OF ACCOUNTABILITY. 69, 15P.

THE CONCEPT OF ACCOUNTABILITY, THE NOTION THAT SCHOOLS AND COLLEGES SHOULD SHOULDER THE RESPONSIBILITY FOR THE LEARNING SUCCESSES OR FAILURES OF THEIR PUPILS, CALLS FOR A REVAMPING OF MUCH OF OUR THINKING ABOUT THE ROLES OF EDUCATIONAL PERSONNEL AND INSTITUTIONS AT ALL LEVELS. TO CREATE A SOCIETY THAT IS FREE, OPEN, COMPASSIONATE, NONRACIST, MULTICULTURAL, AND PRODUCTIVE REQUIRES AN EDUCATIONAL SYSTEM WITH THE SAME CHARACTERISTICS. THE EDUCATION PROFESSIONS DEVELOPMENT ACT (EPDA) IS AN ACKNOWLEDGEMENT THAT EARLIER ACTS WERE INEFFECTIVE IN EQUALIZING, INDIVIDUALIZING, AND HUMANIZING INSTRUCTION AND THAT THE ONLY WAY TO BRING ABOUT CHANGE IN EDUCATION IS BY BRINGING ABOUT CHANGE IN THE PEOPLE WHO CONTROL AND OPERATE THE SCHOOLS AND COLLEGES. EVALUATION OF THE NEW FEDERAL PROGRAMS WILL BE BASED NOT ON THE MEANS OF TRAINING PERSONNEL, BUT ON THE EFFECTIVENESS OF THE LEARNING THAT RESULTS.

ED036482 SP003568
PARAPROFESSIONALS AND TEACHER AIDES: AN ANNOTATED BIBLIOGRAPHY. GRAMBS, JEAN D.; AND OTHERS, FEB 70, 45P.

ED036585 UD009533
THE NEW YORK STATE ANNUAL EVALUATION REPORT FOR 1966-67 FISCAL YEAR: PROGRAMS FOR DISADVANTAGED CHILDREN. ESEA, 1965 - TITLE I. 1 DEC 67, 65P.

THIS REPORT COVERS THE EVALUATION OF STATE EDUCATIONAL ASSOCIATION SERVICES TO LOCAL EDUCATIONAL ASSOCIATIONS, PROJECT OBJECTIVES, STAFF DEVELOPMENT AND UTILIZATION, AND PROGRAMS FOR PRIVATE SCHOOLS AND HANDICAPPED CHILDREN. AMONG THE RECOMMENDATIONS WERE THE FOLLOWING: THE USE OF PARAPROFESSIONAL PERSONNEL TO COVER THE SHORTAGE OF PROFESSIONALS

ED036596 UD009639
THE NEW YORK STATE ANNUAL EVALUATION REPORT FOR 1967-68 FISCAL YEAR. ESEA TITLE I. [68], 66P.

IN THIS EVALUATION REPORT, SPECIAL ATTENTION IS GIVEN TO ELEMENTARY AND SECONDARY EDUCATION TITLE I ACTIVITIES CONDUCTED BY LOCAL EDUCATIONAL AGENCIES IN THE MAJOR URBAN AREAS OF NEW YORK STATE, AND TO THOSE CONDUCTED BY THE NEW YORK CITY BOARD OF EDUCATION AND ITS DECENTRALIZED DISTRICTS. THE NINE-PART REPORT, WHICH PRESENTS SPECIFIC DATA REQUESTED BY THE OFFICE OF EDUCATION AS WELL AS OTHER RELEVANT INFORMATION, FOCUSES ON PARTICIPATION, PLANNING, AND IMPLEMENTATION OF PROGRAM ACTIVITIES

ED036598 UD009649
PROBLEMS IN MAKING POLICY INFERENCES FROM THE COLEMAN REPORT. DISCUSSION PAPERS. CAIN, GLEN G.; WATTS, HAROLD W., 68, 44P.

THE ANALYTICAL PART OF THE COLEMAN REPORT HAS SUCH SERIOUS METHODOLOGICAL SHORTCOMINGS THAT IT OFFERS LITTLE GUIDANCE FOR POLICY DECISIONS. THE SPECIFICATION OF THE THEORETICAL MODEL IS INADEQUATE, AND WITHOUT THE THEORETICAL FRAMEWORK TO PROVIDE ORDER, AND A RATIONALE FOR THE LARGE NUMBER OF VARIABLES, THERE IS NO WAY TO INTERPRET THE STATISTICAL RESULTS. EVEN IN THOSE INSTANCES WHERE THE COLEMAN REPORT MAKES CLEAR THE JUSTIFICATION FOR THE USE OF A VARIABLE IN THE REGRESSION MODEL, THE CRITERION USED TO ASSESS THE STATISTICAL PERFORMANCE OF THE VARIABLE IS INAPPROPRIATE. IN ORDER TO SUGGEST A MORE MEANINGFUL APPROACH TO THE PROBLEM OF MEASURING DETERMINANTS OF EDUCATIONAL ACHIEVEMENT FOR POLICY PURPOSES, THE ROLE OF A VARIABLE IN AFFECTING OBJECTIVES MUST--AND CAN--BE INTERPRETABLE IN THE CONTEXT OF A PROPER MODEL

ED036600 UD009696
IS IT HELPING POOR CHILDREN? TITLE I OF ESEA. A REPORT. DEC 69, 86P.

THIS REPORT DEALS WITH THE AID TO LOCAL SCHOOL SYSTEMS WITH HIGH CONCENTRATIONS OF CHILDREN FROM LOW-INCOME FAMILIES, BUT EXCLUDES TREATMENT OF TWO OTHER CATEGORIES OF FINANCIAL ASSISTANCE UNDER THE ELEMENTARY AND SECONDARY EDUCATION ACT, TITLE I--AID TO CHILDREN OF MIGRANT WORKERS AND AMERICAN INDIAN CHILDREN ATTENDING SCHOOLS OPERATED BY THE BUREAU OF INDIAN AFFAIRS. THE STUDY HAS BEEN UNDERTAKEN BECAUSE OF THE FAILURE, REPORTEDLY, OF ACCEPTED EXPERTS TO INFORM THE PUBLIC CORRECTLY THE MANNER IN WHICH TITLE I IS OPERATING IN MANY SECTIONS OF THE COUNTRY. DATA UTILIZED INCLUDE INFORMATION FROM INTERVIEWS WITH FEDERAL, STATE, AND LOCAL OFFICIALS, AND WITH PARENTS OF PARTICIPANTS

ED036699 AC006399
REPORT ON REGIONAL EDUCATIONAL FACILITIES IN THE GREATER LOWELL AREA. APR 69, 62P.
DOCUMENT NOT AVAILABLE FROM EDRS.

THE REPORT IS CONCERNED WITH EDUCATIONAL FACILITIES WHICH PROVIDE SERVICES ON A REGIONAL BASIS AND ARE LOCATED WITHIN OR NEAR THE GREATER LOWELL AREA. THESE GENERALLY INCLUDE FACILITIES FOR VOCATIONAL AND TECHNICAL EDUCATION AND FOR HIGHER EDUCATION. THE REPORT ALSO DEALS WITH TRAINING OF HIGH SCHOOL AND POSTGRADUATE STUDENTS, TRAINING AND RETRAINING OF THOSE UNPREPARED FOR LABOR MARKET DEMANDS, ADULT CONTINUING EDUCATION, AND FORMAL EDUCATION IN DEGREE AWARDING PROGRAMS. (AUTHOR/LY)

ED036881 EA002640
DESIGNS FOR EDUCATIONAL ORGANIZATION IN IDAHO. OCT 68, 121P.

IN JULY, 1967, THE IDAHO STATE DEPARTMENT OF EDUCATION REQUESTED THE COLLEGE OF EDUCATION OF THE UNIVERSITY OF IDAHO TO UNDERTAKE A STUDY OF THE ORGANIZATION OF THE PUBLIC SCHOOL DISTRICTS OF THE STATE AND TO DEVELOP CRITERIA WHICH COULD BE APPLIED UNIFORMLY IN THE STATE TO ACHIEVE A MORE EFFICIENT SYSTEM OF PUBLIC EDUCATION. THIS IS THE THIRD AND FINAL PUBLICATION OF THE IDAHO SCHOOL DISTRICT ORGANIZATION PROJECT FUNDED WITH ESEA TITLE III AND TITLE V FUNDS. THE BASIC DESIGN OF THE STUDY WAS OUTLINED IN THE PROJECT'S INITIAL PUBLICATION, "AN INVITATION TO PLANNING." THE SECOND PUBLICATION, "PLANNING FOR SCHOOL DISTRICT ORGANIZATION IN IDAHO," WAS A REPORT OF THE PROJECT CONFERENCE HELD IN BOISE. (BOTH PUBLICATIONS ARE IN EA 002 660). AS A RESULT OF THE CONFERENCE, POSITION PAPERS WERE REFINED AND SUBMITTED TO THE PROJECT OFFICE. THESE DATA, WITH OTHER INFORMATION, WERE USED TO DEVELOP GUIDELINES, CRITERIA, AND RECOMMENDATIONS FOR IDAHO SCHOOL DISTRICT ORGANIZATION. THE GUIDELINES AND CRITERIA ARE PRESENTED IN THIS DOCUMENT ALONG WITH OUTLINES OF ALTERNATIVE METHODS FOR IMPLEMENTATION OF THE CRITERIA. (AUTHOR/DE)

ED036890 EA002756
ERIC ABSTRACTS: A COLLECTION OF ERIC DOCUMENT RESUMES ON PUBLIC RELATIONS IN EDUCATION. ERIC ABSTRACTS SERIES NUMBER THREE. OCT 69, 36P.

ERIC ABSTRACTS ON PUBLIC RELATIONS IN EDUCATION ARE COMPILED THAT WERE ANNOUNCED IN RIE THROUGH SEPTEMBER 1969. THE KEY TERMS USED TO COMPILE THIS COLLECTION ARE "PUBLIC RELATIONS," "PUBLICIZE," "SCHOOL COMMUNITY RELATIONSHIP," AND "HUMAN SERVICES." THE FOLLOWING INFORMATION IS PRESENTED FOR EACH DOCUMENT: AUTHOR, TITLE, PLACE OF PUBLICATION, PUBLISHER, PUBLICATION DATE, NUMBER OF PAGES, ERIC DOCUMENT ("ED") NUMBER, PRICE AND AVAILABILITY, AND ABSTRACT. A SUBJECT INDEX IS CROSS-REFERENCED WITH THE DOCUMENT LISTING. (MK)

ED036892 EA002758
ERIC ABSTRACTS: A COLLECTION OF ERIC DOCUMENT RESUMES ON PROGRAM BUDGETING AND COST ANALYSIS. ERIC ABSTRACT SERIES NUMBER FIVE. JAN 70, 34P.

ERIC ABSTRACTS ON PROGRAM BUDGETING AND COST ANALYSIS ARE COMPILED THAT WERE ANNOUNCED IN RIE THROUGH OCTOBER 1969. THE KEY TERMS USED TO COMPILE THIS COLLECTION ARE "COST EFFECTIVENESS," "PROGRAM BUDGETING," AND "PROGRAM COSTS." THE FOLLOWING INFORMATION IS PRESENTED FOR EACH DOCUMENT: AUTHOR, TITLE, PLACE OF PUBLICATION, PUBLISHER, PUBLICATION DATE, NUMBER OF PAGES, ERIC DOCUMENT ("ED") NUMBER, PRICE AND AVAILABILITY, AND ABSTRACT. A SUBJECT INDEX IS CROSS-REFERENCED WITH THE DOCUMENT LISTING. FIFTY-ONE CITATIONS ARE LISTED. (MK)

ED036896 EA002784
WHO MAKES THE BUYING DECISIONS IN THE PUBLIC SCHOOLS? JUL 69, 16P.
HC NOT AVAILABLE FROM EDRS.

THIS DOCUMENT REPORTS THE FINDINGS OF A SURVEY DESIGNED TO ASSESS THE EXTENT AND NATURE OF THE INVOLVEMENT OF SCHOOL BOARD MEMBERS AND SCHOOL ADMINISTRATORS IN THE PUBLIC SCHOOL PURCHASING PROCESS. A TOTAL OF 1,199 SCHOOL BOARD MEMBERS AND 177 SCHOOL ADMINISTRATORS WERE INTERVIEWED DURING THE 4 DAYS OF THE 1969 NATIONAL SCHOOL BOARDS ASSOCIATION CONVENTION. THE RANDOMLY SELECTED RESPONDENTS REPRESENTED SCHOOL DISTRICTS LOCATED IN ALL 50 STATES THAT VARY GREATLY IN SIZE OF STUDENT POPULATION. THE REPORT'S FINDINGS INDICATE THAT SCHOOL BOARD MEMBERS AND SCHOOL ADMINISTRATORS ARE IN CLOSE AGREEMENT CONCERNING THE INVOLVEMENT AND IMPORTANCE OF VARIOUS SCHOOL PERSONNEL IN THE SCHOOL PURCHASING PROCESS

ED036903 EA002795
STUDYING THE CONTRIBUTION OF THE PARAPROFESSIONAL AND PLANNING FOR THEIR RECRUITMENT, SELECTION, TRAINING, AND USE IN THE WAYNE COUNTY PUBLIC AND NONPUBLIC SCHOOLS. THE PARAPROFESSIONAL STUDY, TITLE III, ESEA. SEP 68, 62P.
HC NOT AVAILABLE FROM EDRS.

THE FINDINGS OF A ESEA TITLE III STUDY DESIGNED TO ASSESS THE FEASIBILITY AND UTILITY OF THE PARAPROFESSIONAL CONCEPT IN EDUCATION ARE PRESENTED. THIS STUDY INVOLVED AN OBSERVATION AND EVALUATION OF EXISTING PARAPROFESSIONAL PROGRAMS, PRIMARILY IN WAYNE COUNTY MICHIGAN

ED036905 EA002800
VALUATION OF PROPERTY. BODLEY, JOANNE H.; GOODENOUGH, LINDA, JUL 69, 18P.
HC NOT AVAILABLE FROM EDRS.

THIS REPORT DESCRIBES PROPERTY TAX REVENUES AND ASSESSMENT RATES FOR ALL 50 STATES DURING 1966. THE FOLLOWING INFORMATION IS SUMMARIZED BY STATE AND BY CLASS OF PROPERTY. THE TOTAL VALUATION AND THE TAXABLE VALUATION OF PROPERTY SUBJECT TO LOCAL GENERAL PROPERTY TAXATION AND THE PERCENT DISTRIBUTION OF TOTAL VALUATION BY CLASS OF PROPERTY

ED036906 EA002801
STATE TAXES IN 1968. RODERICK, ELLEN; GOODENOUGH, LINDA, JUL 69, 23P.
HC NOT AVAILABLE FROM EDRS.

THIS REPORT DESCRIBES TAX REVENUES IN FISCAL YEAR 1968 AND TAX LEGISLATION ENACTED DURING THE CALENDAR YEAR 1968, FOR ALL 50 STATES. THE AMOUNT AND PERCENT OF THE TOTAL FOR MAJOR SOURCES OF TAX REVENUE DURING FISCAL 1968 ARE LISTED BY STATE AS ARE THE AMOUNT PER CAPITA AND PERCENT CHANGE IN THE STATES' TOTAL TAX REVENUES FROM 1967 TO 1968. MAJOR TAX LEGISLATION, TAX RATES, AND GENERAL PROVISIONS ARE LISTED, BY STATE, FOR THE FOLLOWING TAX REVENUE CATEGORIES: (1) SALES, (2) TOBACCO, (3) ALCOHOLIC BEVERAGES, (4) GASOLINE, AND (5) INDIVIDUAL AND CORPORATE INCOME. SUMMARY TABLES RANK EACH STATE ON THE BASIS OF POPULATION, TOTAL PERSONAL INCOME, TOTAL STATE TAX REVENUE, TAX REVENUE AS A PERCENT OF PERSONAL INCOME

ED036914 EC004615
SPUTNIK PLUS TEN GLOSS, GARVIN G.; AND OTHERS, 69, 73P.

BRIEFED ARE THE PLANNING, THE COMMITTEE WORK, AND THE SUPPORTIVE LEGISLATION WHICH FOLLOWED THE CONCEPTION OF OHIO'S GIFTED PROGRAM. THE PROCEDURAL METHODOLOGY USED BY THE DIVISION OF SPECIAL EDUCATION TO ENCOURAGE THE INITIATION OF PROGRAMS AND TO DISSEMINATE INFORMATION OF RESEARCH, MONOGRAPHIC CONTRIBUTIONS, AND DEMONSTRATION RESULTS IS DISCUSSED.

ED036916 EC004851
GUIDELINES FOR THE DEVELOPMENT AND EVALUATION OF PROGRAMS FOR GIFTED CHILDREN SEP 69, 28P.

DEFINITIONS, IDENTIFICATION, AND CHARACTERISTICS OF GIFTED CHILDREN ARE CONSIDERED. OTHER AREAS COVERED ARE ADMINISTRATIVE RESPONSIBILITY, PRINCIPAL ROLE, TEACHER QUALIFICATIONS, AND INSERVICE EDUCATION. OBJECTIVES IN PROGRAM DEVELOPMENT ARE DISCUSSED AS ARE PROGRAM EVALUATION AND DIFFERENTIAL EDUCATION, INCLUDING PROGRAMS FOR ENRICHMENT, ACCELERATION, AND GROUPING. (JD)

ED036924 EC004925
CRITERIA RECOMMENDATIONS: A STATE BOARD OF EDUCATION RESPONSE TO EDUCATION 1967. JUN 68, 31P.

CRITERIA STATEMENTS ARE PROVIDED FOR ELEMENTARY, SECONDARY, VOCATIONAL-TECHNICAL, AND SPECIAL EDUCATION IN MINNESOTA. STATEMENTS COVER EDUCATIONAL PROGRAMS, PUPIL PERSONNEL SERVICES, PROFESSIONAL PERSONNEL, SCHOOL ATTENDANCE AREAS, SCHOOL DISTRICT ORGANIZATION, AND SCHOOL FINANCE. THE STATE BOARD'S POSITION STATEMENT ON THE CRITERIA RECOMMENDATIONS IS INCLUDED ALONG WITH A COMPARISON OF THE CRITERIA WITH THOSE OF 1967. (JD)

ED036926 EC004951
PLANNING COUNTY-WIDE SPECIAL EDUCATION SERVICES. 68, 21P.

THE NORTH DAKOTA CENTURY CODE DEALING WITH SPECIAL EDUCATION OF EXCEPTIONAL CHILDREN IS PROVIDED

ED036927 EC004952
SPECIAL EDUCATION: ANNUAL REPORT 1968-1969. 69, 18P.

IN 1968-69, 6,877 CHILDREN WERE ENROLLED IN NORTH DAKOTA'S PUBLIC SCHOOL PROGRAMS IN ALL AREAS OF SPECIAL EDUCATION. THERE WERE FEWER SPEECH CLINICIANS THAN IN 1967-68, BUT THERE WERE MORE TEACHERS IN CLASSES FOR EDUCABLE MENTALLY HANDICAPPED CHILDREN, MORE SERVICES FOR CHILDREN WITH SPECIAL LEARNING DISABILITIES, AND MORE CLASSES FOR THE TRAINABLE MENTALLY HANDICAPPED. FORTY PROJECTS WERE FUNDED BY THE ELEMENTARY AND SECONDARY EDUCATION ACT, TITLES VI-A, I, AND III

ED036928 EC004956
SCHOOL ADMINISTRATOR'S HANDBOOK ON SPECIAL EDUCATION. 69, 22P.

NORTH DAKOTA'S SPECIAL EDUCATION CLASSES AND SERVICES ARE DEFINED AND STATE REIMBURSEMENTS ARE LISTED. GUIDELINES SPECIFY PROCEDURES ESSENTIAL DURING OR AT THE BEGINNING OR END OF THE SCHOOL YEAR. AREAS INVOLVE PLANNING AND PROVIDING FOR SPECIAL SERVICES, AND WORKING WITH THE STATE AND STATE AGENCIES. ADDITIONAL GUIDELINES TREAT THE FOLLOWING ASPECTS OF LONG RANGE PLANNING: ESTABLISHING BOTH INDEPENDENT AND COOPERATIVE PROGRAMS

ED036962 EF000029
MODERNIZATION OF SCHOOL BUILDINGS. A FEASIBILITY STUDY. JONGEWARD, RAY E.; AND OTHERS, FEB 63, 39P.

THE CONCLUSIONS OF THIS STUDY WERE THAT MODERNIZATION OF SCHOOL BUILDINGS IS FEASIBLE IF THE COSTS DO NOT EXCEED 20 TO 40 PERCENT OF THE COST OF NEW OR REPLACEMENT CONSTRUCTION. VARIABLES INCLUDE SITE, TYPE OF INTERIOR AND EXTERIOR CONSTRUCTION, AND THE NUMBER OF TEACHING STATIONS. THE TEACHING STAFF NEEDS TO CORRELATE EDUCATIONAL CHANGES WITH PROPOSED BUILDING CHANGES

ED036964 EF000043
PLANNING A PROGRAM OF SCHOOL PLANT CONSTRUCTION. RESEARCH REPORT, SCHOOL PLANT PLANNING SERIES. 65, 20P.
HC NOT AVAILABLE FROM EDRS.

THE IMPORTANCE OF LONG-TERM PLANNING, AND UNDESIRABLE CONDITIONS RESULTING FROM FAILURE TO PLAN, ARE STRESSED. GENERAL PROCEDURES NAMED AS ESSENTIAL ARE--(1) THE OFFICIAL APPROVAL OF THE BOARD OF EDUCATION BEFORE THE ADMINISTRATION PROCEEDS WITH LONG-RANGE PLANNING, (2) THE DESIGN OF THE SCHOOL PLANT AROUND THE EDUCATIONAL PROGRAM IT IS TO SERVE, (3) DETERMINATION OF SCHOOL ENROLLMENTS, (4) DETERMINATION OF PLANT NEEDS, (5) APPRAISAL OF EXISTING FACILITIES, (6) FORMULATION OF A MASTER PLAN, INCLUDING A LIST OF PRESENT AND PROJECTED BUILDINGS, A TIME SCHEDULE FOR ALL IDENTIFIED CONSTRUCTION NEEDS, A LIST OF NEEDED SITES AND SITE IMPROVEMENTS, AND COST ESTIMATES, (7) ESTIMATION OF COSTS AND APPRAISAL OF RESOURCES--THE FINAL STEP TO AVOID COMPROMISING THE QUALITY AND ADEQUACY OF A PROJECTED PROGRAM BY OVER-CONCERN FOR COSTS. THE GUIDE INCLUDES CHARTS FOR MAKING A POPULATION PROJECTION AND FOR PLANNING A PROGRAM OF SCHOOL PLANT CONSTRUCTION. (BD)

ED036980 EF000498
SCHOOL BUSINESS. A MANUAL FOR SCHOOL OFFICIALS. REVISED EDITION. 65, 82P.

AN OUTLINE IS PRESENTED OF BUSINESS PROCEDURES RELATED TO THE MANY FACETS OF EDUCATIONAL PROGRAM OPERATIONS. STATUTES, REGULATIONS, PRACTICES, ATTORNEY GENERAL'S OPINIONS AND REPORTS, AND COURT DECISIONS RELATIVE TO SCHOOL BUSINESS IN IOWA ARE CITED. WHILE THE REPORT IS A REVIEW OF THE PROCEDURES FOR THE STATE OF IOWA, A NUMBER OF PROCEDURES ARE GENERALLY APPLICABLE TO SCHOOL OPERATIONS THROUGHOUT THE COUNTRY. FACTORS RELATED TO LOCAL SCHOOL OFFICIALS, SCHOOL ELECTIONS, SCHOOL FUNDS, BUDGET AND TAX LEVIES, RECORDS, AUDITS AND PUBLICATIONS, AND STATE AND FEDERAL AIDS ARE DISCUSSED. PROCEDURES ARE PRESENTED FOR HANDLING SCHOOL CENSUS AND PUPIL ACCOUNTING, SCHOOL CONSTRUCTION PROGRAMS, SITE SELECTION, BOND ELECTIONS, AND THE OVERALL SCHOOL INSURANCE PROGRAM. (FS)

ED036994 EF000671
DEVELOPING PRACTICES CONCERNING GENERAL OBLIGATION SCHOOL BONDS AND CAPITAL OUTLAY FINANCING. OCT 64, 11P.

A REVIEW IS PRESENTED OF THE HISTORY AND EVOLUTION OF GENERAL OBLIGATION SCHOOL BONDS AND CAPITAL OUTLAY FINANCING FOR PUBLIC EDUCATION. FOLLOWING A DISCUSSION OF PAST LEGISLATION OF SEVERAL STATES CONCERNED WITH SCHOOL BORROWING, THE EVOLUTION OF SCHOOL BONDING IS EXPLAINED IN TERMS OF INCREASED SCHOOL FINANCING FROM 1900 THROUGH 1958. CONSIDERATION IS GIVEN TO THE SCHOOL BUILDING AUTHORITY, FEDERAL AID, AND STATE CAPITAL OUTLAY ASSISTANCE AS MAJOR CAUSES FOR THE PLATEAU IN SCHOOL BORROWING. THE RATE OF EXPANSION OF BUILDING AUTHORITY BONDS AND STATE BONDS IS ALSO CONSIDERED. (FS)

ED036998 EF000693
CRITERIA FOR THE EVALUATION OF INSURANCE MANAGEMENT IN SCHOOL DISTRICTS. NOV 63, 4P.

IN ADDITION TO GENERAL RULES FOR GOOD INSURANCE MANAGEMENT IN SCHOOL DISTRICTS, A NUMBER OF QUESTIONS ARE PRESENTED FOR USE IN EVALUATING THE ADMINISTRATOR'S EFFECTIVENESS IN INSURANCE MANAGEMENT. (FS)

ED037005 EF000955
FINANCING SCHOOL BUILDING CONSTRUCTION. AN INVESTMENT IN EDUCATION. SCHOOL EXECUTIVE SERIES NO. 5. 64, 8P.

INFORMATION IS PRESENTED REGARDING THE VARIOUS METHODS THAT MAY BE EMPLOYED BY PENNSYLVANIA SCHOOL DISTRICTS TO FINANCE BUILDING CONSTRUCTION. CONSIDERATION IS GIVEN TO THE FOLLOWING METHODS--(1) PAY-AS-YOU-GO, (2) TEMPORARY LOANS, (3) GENERAL OBLIGATION BONDS, (4) EMPLOYMENT OF MUNICIPALITY AUTHORITIES, (5) EMPLOYMENT OF THE STATE PUBLIC SCHOOL BUILDING AUTHORITY, AND (6) STATE REIMBURSEMENT. (FS)

ED037009 EF000981
SCHOOL BUILDING PROJECT PROCEDURES. A GUIDE FOR THE SCHOOL BUILDING COMMITTEE. SEP 67, 58P.

THIS BOOKLET RECOMMENDS PROCEDURES TO BE FOLLOWED BY COMMUNITIES WHO WISH TO OBTAIN FINANCIAL ASSISTANCE UNDER THE CONNECTICUT SCHOOL BUILDING AID LAW, WITH PARTICULAR EMPHASIS ON ECONOMY. SUBJECTS OF GENERAL INTEREST INCLUDE: THE SEQUENCE OF SCHOOL BUILDING PROCEDURES, ALLOCATION OF RESPONSIBILITIES, PLANNING TIME, THE BUILDING COMMITTEE, SELECTING AN ARCHITECT, PROJECT FINANCING, BUDGETING AND COST CONTROL, BIDDING AND CONTRACTING, AND THE CONSTRUCTION PERIOD. OTHER CHAPTERS DEAL WITH RELEVANT CONNECTICUT LAWS AND REGULATIONS. (JZ)

ED037010 EF000983
MISSISSIPPI'S 300 MILLION DOLLAR SCHOOL CONSTRUCTION PROGRAM. NAYLOR, T. H. JR.; CAIN, G. J., JUL 65, 24P.

A REVIEW IS PRESENTED OF THE ASSISTANCE PROGRAM FROM 1946 TO 1965 FOR LOCAL SCHOOL DISTRICTS IN MISSISSIPPI. SCHOOL DISTRICT PROGRAM NEEDS WERE DETERMINED BY A CITIZEN'S COUNCIL, A LEGISLATURE STUDY COMMITTEE, AN EDUCATIONAL FINANCE COMMITTEE AND A LEGISLATIVE REPORT IN PUBLIC EDUCATION. THESE GROUPS EXAMINED EXISTING SCHOOL PLANT FACILITIES AND MADE RECOMMENDATIONS IN TERMS OF PROJECTIONS OF FUTURE NEEDS. A TABLE OF ALLOCATIONS TO SCHOOL DISTRICTS AND A TABLE OF ANNUAL ALLOCATIONS ARE INCLUDED IN THE REPORT. A SUMMARY PRESENTS SITE SPECIFICATIONS, FACILITIES INCLUDED, THE REDUCTION OF THE NUMBER OF SCHOOL DISTRICTS, SCHOOL POPULATION GROWTH, AND SCHOOL CONSTRUCTION COSTS. (FS)

ED037013 EF000998
ORANGE COUNTY SCHOOL STUDY. MAY 60, 125P.

THIS SURVEY PROVIDES A CONCRETE ILLUSTRATION OF THE INFLUENCE OF UNPLANNED SCHOOL DISTRICT ORGANIZATION ON EDUCATIONAL PROGRAMS AND FINANCE. THE STUDY--(1) EVALUATES THE PRESENT STATUS OF ALL ASPECTS OF THE EDUCATIONAL PROGRAM AND FACILITIES OF THE SCHOOL DISTRICTS IN ORANGE COUNTY, (2) PROJECTS POPULATION TRENDS FOR THE NEXT FIVE YEARS, (3) LAYS OUT THE REQUIREMENTS FOR AN ADEQUATE EDUCATIONAL PROGRAM AND ADEQUATE FACILITIES, AND (4) CONSIDERS METHODS OF FINANCING THE PROGRAM AND FACILITIES. (FS)

ED037016 EF001068
A LONG-RANGE DEVELOPMENTAL PROGRAM. 66, 19P.

THIS ARTICLE OUTLINES THE MINIMUM REQUIREMENTS FOR THE PREPARATION OF A LONG-RANGE DEVELOPMENT PLAN COVERING A PERIOD OF TEN YEARS OR LONGER. COOPERATION WITH LOCAL MUNICIPAL PLAN BOARDS AND OTHER COMMUNITY AGENCIES IS ENCOURAGED. THE MAIN TOPICS DISCUSSED ARE--(1) COMPREHENSIVE STUDIES OF PAST AND PROJECTED COMMUNITY GROWTH TRENDS IN THE SCHOOL DISTRICT, (2) PROCEDURES FOR DETERMINING THE NUMBER, SIZE, AND TYPE OF NEW SCHOOL BUILDINGS NEEDED DURING THE NEXT DECADE, AND (3) LONG-RANGE DEVELOPMENTAL PROGRAMS FOR FINANCIAL SUPPORT OF THE PROGRAM. A LIST OF SOURCES FOR USE IN GATHERING MATERIAL AND DATA ESSENTIAL FOR PREPARATION OF A LONG-RANGE DEVELOPMENTAL PROGRAM IS INCLUDED. (JZ)

ED037020 EF001165
THE CARPETED LIBRARY. JUN 64, 6P.

THE TWO MAIN ADVANTAGES FOR USING CARPETING ARE NOISE CONTROL AND LOW MAINTENANCE COSTS. CARPET REDUCES FLOOR INSTIGATED OR IMPACT NOISES AND IS PSYCHOLOGICALLY DIGNIFYING. MAINTENANCE COSTS FOR CARPET ARE LESS THAN FOR OTHER TYPES OF FLOOR COVERINGS BECAUSE CARPET REQUIRES LESS SURFACE PREPARATION. THE INITIAL COST OF CARPET IS LITTLE, IF ANY, MORE THAN THAT OF OTHER FLOOR COVERINGS. CARPETING CAN BE USED QUICKLY AND ECONOMICALLY AS A REPLACEMENT FLOOR COVERING IN OLDER LIBRARIES. (GM)

ED037021 EF001168
MANUAL FOR SCHOOL BUILDING COMMISSIONS OF THE STATE OF DELAWARE. JUN 65, 107P.

THIS MANUAL CONTAINS PROVISIONS OF DELAWARE STATE LAW AND RECOMMENDED PROCEDURES FOR CONSTRUCTION PROGRAMS. AREAS DISCUSSED INCLUDE--(1) FINANCING, (2) SCHOOL CONSTRUCTION FORMULAE FOR SPACE ALLOWANCES, (3) PROPOSED SCHOOL BUILDING BUDGET, (4) PROCEDURES FOR SCHOOL BUILDING CONSTRUCTION, (5) A CHECK LIST FOR AN ACCOUNTING SYSTEM, (6) PURCHASE ORDER PROCEDURES, (7) INVOICE PROCEDURES, (8) BIDDING PROCEDURES, (9) FEDERAL PROGRAMS, AND (10) REVERSION OF SCHOOL CONSTRUCTION FUNDS. A GLOSSARY IS INCLUDED. (BD)

ED037024 EF001233
BASIC PLANNING PROCEDURES. [67], 23P.

THE PROCEDURE DESCRIBED HEREIN ENTAILS THE USE OF AN EDUCATIONAL PLANNING CONSULTANT, STATEMENTS OF EDUCATIONAL AND SERVICE PROBLEMS TO BE SOLVED BY PROPOSED CONSTRUCTION, A SITE PLAN, AND ARCHITECT SELECTION. ALSO INCLUDED IN THE OUTLINE OF PROCEDURES IS A TENTATIVE STATEMENT OF SPECIFICATIONS, TENTATIVE COST ESTIMATES AND MATRICES FOR CONDUCTING SPACE UTILIZATION SURVEYS. (GM)

ED037025 EF001234
MANUAL OF REGULATIONS AND RECOMMENDATIONS FOR SCHOOL BUILDING PLANNING AND CONSTRUCTION. JUN 64, 108P.

RECOMMENDATIONS AND SUGGESTIONS, AS WELL AS STATUTORY PROVISIONS AND STATE BOARD REGULATIONS, ARE PRESENTED REGARDING SCHOOL BUILDING CONSTRUCTION IN IDAHO. THE MATERIAL IS ORGANIZED INTO THE FOLLOWING SECTIONS--(1) SCHOOL BUILDING PLANNING, (2) THE SCHOOL SITE, (3) CONSTRUCTION PLANNING AND REQUIREMENTS, (4) SECONDARY SCHOOL PLANNING, (5) ELEMENTARY SCHOOL PLANNING, (6) ELECTRICAL INSTALLATIONS, (7) HEATING, VENTILATING AND AIR CONDITIONING, AND (8) SANITARY FACILITIES, WATER SUPPLY AND SEWAGE DISPOSAL. THE APPENDICES CONTAIN--(1) INSTRUCTIONS FOR BOND ELECTIONS, (2) SCHOOL LAWS APPLICABLE TO SCHOOL BUILDING CONSTRUCTION, (3) RECOMMENDED HEADINGS FOR SPECIFICATIONS, AND (4) A CHECK SHEET FOR PRELIMINARY PLANS AND SPECIFICATIONS. (FS)

ED037029 EF001314
NEW YORK STATE TITLE III NDEA PLANNING GUIDE. REVISED EDITION, 1967-68. 68, 27P.

THIS DOCUMENT PROVIDES GUIDELINES FOR PUBLIC SCHOOL AUTHORITIES WHO WISH TO AVAIL THEMSELVES OF THE OPPORTUNITIES PROVIDED BY THE TITLE III NDEA PROGRAMS. THE DOCUMENT OUTLINES PARTICIPATION IN THE PROGRAM IN TERMS OF--(1) APPLICATION PROCEDURES, (2) REIMBURSEMENT PROCEDURES, (3) SPECIAL PROJECTS, (4) PRIORITY CONSIDERATIONS, (5) BASIC STANDARDS FOR THE APPROVAL OF PROJECTS, AND (6) SPECIAL EQUIPMENT AND FURNITURE. (GM)

ED037054 EF001777
SCHOOLS FOR HARTFORD. [68], 52P.
DOCUMENT NOT AVAILABLE FROM EDRS.

AN EXAMINATION OF CITY DEMOGRAPHY AND ENROLLMENT TRENDS IS THE BASIS OF THIS REPORT WHICH PRESENTS A LONG RANGE PLAN STIPULATING LOCATIONS AND CAPACITIES OF NEW SCHOOLS, AND COSTS OF PROPOSED CONSTRUCTION. RECOMMENDATIONS INCLUDE A PROPOSED PLAN OF METROPOLITAN COOPERATION IN EDUCATION, A SYSTEM REORGANIZATION PLAN, A TRANSPORTATION PLAN FOR MIDDLE SCHOOLS AND HIGH SCHOOLS WHICH WILL REFLECT CITY WIDE RACIAL DISTRIBUTION, AND A REGIONAL ORGANIZATION WHICH WILL ENGAGE THE SCHOOLS IN A COOPERATIVE ATTACK ON THE PROBLEMS OF POVERTY AND RACE IN THE CENTRAL CITY. APPENDICES DISCUSS THE METHODOLOGY EMPLOYED IN THE DEMOGRAPHIC STUDY, AND AN EVALUATION OF BUILDINGS RECOMMENDED FOR ABANDONMENT. (FPO)

ED037092 EM007892
AUDIO-VISUAL TEACHING MACHINES. 70, 136P.
DOCUMENT NOT AVAILABLE FROM EDRS.

IN DESCRIBING HOW AUDIOVISUAL TEACHING MACHINES MAY BE MIXED WITH PROGRAMED INSTRUCTION TO CREATE A NEW DISCIPLINE WHICH CONCENTRATES PRIMARILY UPON THE TEACHING OF SPECIFIC SKILLS AND KNOWLEDGE, THIS BOOK DISCUSSES MANY ASPECTS OF BOTH FIELDS. THESE INCLUDE A GENERALIZED DESCRIPTION OF AN AUDIOVISUAL TEACHING MACHINE (AVTM) AND MORE DETAILED DISCUSSIONS OF TELEVISION, COMPUTERS, AND AVTMS

ED037254 RC000179
A PLAN: DEVELOPING AND PLACING EDUCATIONAL PERSONNEL IN NORTH DAKOTA. EDUCATIONAL DEVELOPMENT FOR NORTH DAKOTA, 1967-1975. SEP 67, 14P.

THE ELEMENTS OF A COMPREHENSIVE STATEWIDE PLAN FOR EDUCATIONAL IMPROVEMENT IN NORTH DAKOTA ARE VIEWED IN CONDENSED FORM IN THIS DOCUMENT. THE PLAN PRESCRIBES AN EXPANDED LEADERSHIP ROLE FOR THE STATE DEPARTMENT OF EDUCATION AND REQUIRES A VITAL NEW COMMITMENT OF HIGHER EDUCATION TO THE PROBLEMS OF PUBLIC EDUCATION. EDUCATIONAL OBJECTIVES OF THE PLAN ARE PRESENTED, THE MAIN OBJECTIVE BEING TO UPGRADE THE LEVEL OF PREPARATION OF NORTH DAKOTA'S TEACHERS SO THAT THE MAJORITY OF TEACHERS HOLD DEGREES. DISCUSSION IN THIS DOCUMENT, ONE OF 6 DEALING WITH THE STATEWIDE PLAN, INCLUDES: BACKGROUND OF THE EDUCATIONAL PERSONNEL PROBLEM, ELEMENTS OF A PLAN OF ACTION, A RECOMMENDED MAJOR PILOT PROGRAM, TEACHER PREPARATION PROGRAMS, AND FINANCIAL SUPPORT FOR THE PILOT PREPARATION PROGRAM. RELATED DOCUMENTS ARE RC 000 180, RC 004 196, RC 004 197, RC 004 198, AND RC 004 199. PARTICULAR ATTENTION SHOULD BE GIVEN TO THE COMPANION DOCUMENT (RC 004 199), WHICH CONTAINS A DESCRIPTION OF THE PERSONNEL SITUATION RATHER THAN INITIATING PROPOSALS FOR IMPROVING THE SITUATION (AS DOES THE PRESENT DOCUMENT). (SW)

ED037255 RC000180
THE OVERVIEW: PRESENT CONDITIONS, PRESENT PROBLEMS, DIAGNOSIS, A STRATEGY FOR THE FUTURE, PLANS AND PROPOSALS. EDUCATIONAL DEVELOPMENT FOR NORTH DAKOTA, 1967-1975. SEP 67, 21P.

AN OVERVIEW OF A COMPREHENSIVE STATEWIDE PLAN FOR EDUCATIONAL IMPROVEMENT IN NORTH DAKOTA IS PRESENTED IN THIS DOCUMENT. THE PLAN PRESCRIBES AN EXPANDED LEADERSHIP ROLE FOR THE STATE DEPARTMENT OF EDUCATION AND REQUIRES A VITAL NEW COMMITMENT OF HIGHER EDUCATION TO THE PROBLEMS OF PUBLIC EDUCATION. EDUCATIONAL OBJECTIVES OF THE PLAN ARE PROVIDED. DISCUSSION INCLUDES SCHOOL POPULATION TRENDS, SCHOOL PERSONNEL, SCHOOL PROGRAMS, INSTRUCTIONAL MATERI-

ALS, ACHIEVEMENT, SCHOOL DISTRICT ORGANIZATION, AND SCHOOL FINANCE AND SUPPORT. RECOMMENDATIONS ARE OFFERED FOR THE STATE LEGISLATURE, DEPARTMENT OF PUBLIC INSTRUCTION, UNIVERSITY OF NORTH DAKOTA, STATE COLLEGES, AND LOCAL SCHOOL DISTRICTS. DISCUSSION IS PRESENTED ON THE COSTS OF IMPLEMENTING THE NEW STATE PROGRAMS. RELATED DOCUMENTS ARE RC 000 179, RC 004 196, RC 004 197, RC 004 198, AND RC 004 199. (SW)

ED037277 RC004162
INDIAN EDUCATION IN WISCONSIN UNDER STATE CONTRACT. TWENTIETH ANNUAL REPORT (STATISTICAL SECTION). KINGSTON, A. W.; EMBERTSON, E. N., 12 OCT 67, 16P.

THIS STATISTICAL PORTION OF THE 1966-1967 ANNUAL REPORT ON INDIAN EDUCATION IN THE STATE SCHOOLS OF WISCONSIN CONTAINS DATA CONCERNING TOTAL ENROLLMENT, ATTENDANCE, NUMBER OF INDIAN GRADUATES, EXPENDITURES UNDER JOHNSON-O'MALLEY CONTRACTS, AND RATE OF SCHOOL TAXES. THE INDIAN EDUCATION FUND FINANCIAL STATEMENT IS PRESENTED, AS WELL AS A STATISTICAL BREAKDOWN OF INDIAN ENROLLMENT BY GRADE AND SCHOOL, DAYS OF SCHOOL TAUGHT AND AVERAGE DAILY INDIAN MEMBERSHIP, LUNCHES SERVED TO INDIANS, AND TRANSPORTATION USED BY INDIAN STUDENTS. RELATED DOCUMENTS ARE RC 004 163 AND RC 004 164. (BD)

ED037278 RC004163
INDIAN EDUCATION IN WISCONSIN UNDER STATE CONTRACT. TWENTY FIRST ANNUAL REPORT. KINGSTON, A. W.; EMBERTSON, E. N., 31 OCT 68, 44P.

THE 1967-1968 ANNUAL REPORT OF INDIAN EDUCATION IN THE STATE SCHOOLS OF WISCONSIN CONTAINS DATA CONCERNING ENROLLMENT, ATTENDANCE, TRANSFERS, DROPOUTS, STUDENT LUNCHES FOR INDIANS, AND TRANSPORTATION. ALSO PRESENTED ARE THE INDIAN EDUCATION FUND FINANCIAL STATEMENT AND OTHER FINANCIAL DATA INCLUDING JOHNSON-O'MALLEY EXPENDITURES, BROKEN DOWN BY DISTRICT AND BY SCHOOL. A NARRATIVE SECTION OF THE DOCUMENT DISCUSSES PROBLEMS INVOLVED WITH INDIAN EDUCATION IN WISCONSIN AND TELLS WHAT IS BEING DONE TO COUNTERACT THE PROBLEMS. RELATED DOCUMENTS ARE RC 004 162 AND RC 004 164. (BD)

ED037279 RC004164
INDIAN EDUCATION IN WISCONSIN UNDER STATE CONTRACT. TWENTY SECOND ANNUAL REPORT. KINGSTON, A. W.; EMBERTSON, E. N., 10 NOV 69, 42P.

THE 1968-1969 ANNUAL REPORT OF INDIAN EDUCATION IN THE STATE SCHOOLS OF WISCONSIN CONTAINS DATA CONCERNING ENROLLMENT, ATTENDANCE, TRANSFERS, DROPOUTS, SCHOOL LUNCH PROGRAMS, AND TRANSPORTATION. FINANCIAL STATEMENTS ARE INCLUDED FOR EACH OF THE SCHOOL DISTRICTS. A NARRATIVE TRACES THE HISTORY OF INDIAN EDUCATION IN THE STATE SINCE 1947, WHEN THE LAST FEDERALLY OPERATED SCHOOL CLOSED. INCREASED AWARENESS OF SHORTCOMINGS IN EDUCATION ARE DISCUSSED, AND SEVERAL ONGOING REMEDIAL AND ASSISTANCE PROGRAMS ALREADY IN OPERATION ARE DISCUSSED. THE REPORT CONCLUDES WITH A LIST OF 20 ITEMS REQUIRING ACTION IN ORDER TO IMPROVE INDIAN EDUCATION. RELATED DOCUMENTS ARE RC 004 162 AND RC 004 163. (BD)

ED037286 RC004174
OUTDOOR EDUCATION: A SYNTHESIS. DONALDSON, GEORGE W.; GOERING, OSWALD H., MAR 70, 17P.

THE NEW KNOWLEDGE IN OUTDOOR EDUCATION IS SYNTHESIZED IN THIS MONOGRAPH, AND 8 PRINCIPLES FELT ESSENTIAL TO THE SUCCESSFUL PROGRAM ARE ENUMERATED. A HISTORICAL SECTION INCLUDES EARLY TERMINOLOGY AND OBJECTIVES IN THE FIELD, AND DISCUSSES THE FIRST ATTEMPTS AT ORGANIZING THE PROPONENTS OF OUTDOOR EDUCATION. ADMINISTRATIVE PROBLEMS ARE EXAMINED IN RELATION TO PERSONNEL, FACILITIES, AND FINANCE. THE FINAL SECTION OF THE DOCUMENT IS CONCERNED WITH EDUCATION FOR TEACHERS IN THE FIELD OF OUTDOOR EDUCATION. THE BIBLIOGRAPHY INCLUDES 20 DISSERTATIONS AND THESES, MOSTLY WRITTEN DURING THE 1960'S, IN ITS 35 ENTRIES. (BD)

ED037299 RC004196
PUBLIC EXPENDITURE FOR EDUCATION IN NORTH DAKOTA. EDUCATIONAL DEVELOPMENT FOR NORTH DAKOTA, 1967-1975. DEC 67, 42P.

A DETAILED STATUS REPORT OF EDUCATION IN NORTH DAKOTA, WITH PARTICULAR EMPHASIS ON AN ASSESSMENT OF THE PUBLIC EXPENDITURE FOR ELEMENTARY AND SECONDARY EDUCATION, IS CONTAINED IN THIS DOCUMENT. THIS REPORT CONTAINS FACTS BASED UPON 2 YEARS OF STUDY AND CAREFUL FACT FINDING.

ED037300 RC004197
A PLAN OF PUBLIC EXPENDITURE FOR EDUCATION IN NORTH DAKOTA. THE FOUNDATION PROGRAM. SEP 67, 17P.

A DESCRIPTION OF A POSSIBLE NEW MINIMUM FOUNDATION PROGRAM FOR PUBLIC EDUCATION IN NORTH DAKOTA IS CONTAINED IN THIS DOCUMENT. THE STATE FOUNDATION PROGRAM, SUGGESTED IN 1967, IS THE FINANCIAL INSTRUMENT WHEREBY THE STATE GUARANTEES EACH CHILD AN OPPORTUNITY TO ACQUIRE AN APPROPRIATE AND ADEQUATE PUBLIC EDUCATION. ELEMENTS OF THE DESIRED NEW FOUNDATION PROGRAM ARE DESCRIBED, AND MEANS ARE SUGGESTED WHEREBY THE PROGRAM MIGHT BE INTRODUCED INTO THE STATE AT AN EARLY DATE. BACKGROUND INFORMATION RELATIVE TO THE LEVEL OF SUPPORT, THE FINANCIAL SYSTEM, AND THE FINANCIAL PLAN EXISTING IN NORTH DAKOTA IS OFFERED. PROGRAM COST, UNIT COST FIGURES, AND IMPLEMENTATION AND ADMINISTRATION OF THE FOUNDATION PROGRAM ARE ALSO DISCUSSED. RELATED DOCUMENTS ARE RC 000 179, RC 000 180, RC 004 196, RC 004 198, AND RC 004 199. (SW)

ED037301 RC004198
DEVELOPING STATE LEADERSHIP FOR EDUCATION IN NORTH DAKOTA. EDUCATIONAL DEVELOPMENT FOR NORTH DAKOTA, 1967-1975. DEC 67, 14P.

ATTENTION IS DIRECTED IN THIS DOCUMENT TO THE NORTH DAKOTA STATE DEPARTMENT OF PUBLIC INSTRUCTION AND ITS NECESSARY ROLE IN REFINING AND IMPLEMENTING A COMPREHENSIVE PLAN FOR EDUCATIONAL IMPROVEMENT IN NORTH DAKOTA. THE THESIS IS ADVANCED THAT EXPANDED LEADERSHIP AT THE STATE LEVEL IS CRUCIAL FOR EDUCATIONAL IMPROVEMENT IN NORTH DAKOTA. IT IS ALSO NOTED THAT THE PRIME FUNCTION OF THE STATE EDUCATION AGENCY MUST BE TO EXERCISE LEADERSHIP IN THE MANAGEMENT OF THE STATE'S RESOURCES FOR EDUCATION. DISCUSSION CENTERS AROUND THE FOLLOWING STATE-LEVEL LEADERSHIP FUNCTIONS: DIAGNOSIS OF EDUCATIONAL PROBLEMS, FORMULATION OF PROGRAM STRATEGIES, DEMONSTRATION AND DISSEMINATION OF IDEAS FOR INSTRUCTIONAL INNOVATION, MANAGEMENT OF FUNDS, ADMINISTRATION OF STATE AND FEDERAL FUNDS, ADMINISTRATION OF THE STATE FOUNDATION PROGRAM, PLANNING AND EVALUATION OF PROGRAMS, MAINTENANCE OF QUALITY CONTROLS ON EDUCATION, AND DEVELOPMENT OF ORGANIZATION FOR ADMINISTRATIVE FUNCTIONS. RELATED DOCUMENTS ARE RC 000 179, RC 000 180, RC 004 196, RC 004 197, AND RC 004 199. (SW)

ED037397 SP003629
A SURVEY OF SCHOOL EFFECTIVENESS STUDIES. GUTHRIE, JAMES W.; AND OTHERS, MAR 70, 43P.

SINCE PUBLICATION OF THE COLEMAN REPORT, THE BELIEF HAS BECOME INCREASINGLY PERVASIVE THAT FORMAL EDUCATION DOES NOT OR CANNOT MAKE A DIFFERENCE IN WHAT A STUDENT LEARNS--THAT PATTERNS OF ACADEMIC PERFORMANCE ARE IMMUTABLY MOLDED BY SOCIAL AND ECONOMIC CONDITIONS OUTSIDE THE SCHOOL. THE PURPOSE OF THIS PAPER IS TO PRESENT A COMPREHENSIVE REVIEW AND ANALYSIS OF 19 SCHOOL EFFECTIVENESS STUDIES.

ED037415 SP003710
SCHOOL-COMMUNITY RELATIONS. BELASCO, JAMES A.; AND OTHERS, [70], 20P.

A STUDY WAS CONDUCTED TO OBSERVE THE POTENTIAL CONFLICT OVER CONTROL OF EDUCATION IN ORDER TO HYPOTHESIZE ABOUT THE GENERALITY OF SYSTEM-COMMUNITY CONFLICT PHENOMENA. A QUESTIONNAIRE WAS ADMINISTERED TO A RANDOMLY STRATIFIED SAMPLE OF THE COMMUNITY AND TO THE TOTAL PROFESSIONAL TEACHING POPULATION IN A CITY SCHOOL DISTRICT (POPULATION 35,000) IN UPSTATE NEW YORK. RESPONDENTS WERE ASKED WHO THEY PRESENTLY PERCEIVED HAD THE DECISIONMAKING POWER AND WHO THEY THOUGHT SCHOULD HAVE FINAL CONTROL OVER A SERIES OF ECONOMIC, ADMINISTRATIVE, AND EDUCATIONAL ISSUES. CONCLUSIONS: THERE IS A POTENTIAL FOR SHARP CONFLICT BETWEEN ENVIRONMENTAL COMMUNITY GROUPS AND THE INTERNAL PROFESSIONAL STAFF CONCERNING THE IDEAL DISTRIBUTION OF AUTHORITY, THE LARGEST DIFFERENCES CONCERNING ECONOMIC ISSUES. THE COMMUNITY DESIRES GREATER CONTROL FOR ITSELF AND ITS ELECTED REPRESENTATIVE, THE SCHOOL BOARD, AND LESS BY THE PROFESSIONAL TEACHER THAN IS DESIRED BY TEACHERS. ON BOTH EDUCATIONAL AND ECONOMIC MATTERS BOTH COMMUNITY AND TEACHERS DESIRE SOME CHANGE FROM WHAT THEY PERCEIVE IS PRESENT PRACTICE. BOTH DESIRE MORE CONTROL BY TEACHERS OF THE EDUCATIONAL PROCESS. COMMUNITY PERCEPTIONS DO NOT ACCURATELY REFLECT CURRENT DECISIONMAKING PRACTICES. SUCH CURRENT IGNORANCE WHILE SERVING TO AVOID OVERT CONFLICT ALSO SOWS THE SEED FOR FUTURE CONFLICT. COLLECTIVE BARGAINING, FOR INSTANCE, MAY INCREASE THE POTENTIAL FOR CONFLICT BY INCREASING THE VISIBILITY OF INTERNAL OPERATIONS, BY MAKING MORE SALIENT THE RELATIVE POWER OF TEACHER GROUPS, ETC. (JS)

ED037493 UD009627
CORRECTING RACIAL IMBALANCE: A REPORT OF STATE FUNDED PROJECTS, 1966-68. OCT 68, 88P.

THIS REPORT ON NEW YORK STATE PROJECTS AIMED AT CORRECTING RACIAL IMBALANCE IN THE PUBLIC SCHOOLS DEALS WITH THE ACTUAL DISTRIBUTION OF FUNDS, THE VARIETY OF PROGRAMS IMPLEMENTED, AND A SUMMARY OF PROJECT EVALUATIONS PRESENTED BY THE PARTICIPATING DISTRICTS DURING THE FIRST TWO YEARS OF OPERATION, 1966-1968. FUNDS WERE APPROPRIATED TO ASSIST SCHOOLS IN INTEGRATION PROJECTS AS WELL AS IN DESEGREGATION. TABULAR DATA AND DISCUSSION OF STATEWIDE FINDINGS ARE INCLUDED, ALONG WITH A DETAILED EVALUATION OF THE BUFFALO PUBLIC SCHOOL SYSTEM'S INTEGRATION PROGRAM. COMPARATIVE DATA ANALYSIS OF STUDENT ACHIEVEMENT BEFORE AND AFTER ONE YEAR OF INTEGRATION AND A SURVEY OF PRINCIPAL, TEACHER, STUDENT, AND PARENT ATTITUDES TOWARD THE PROGRAM WERE THE MEASURING INSTRUMENTS. COPIES OF OPINION QUESTIONNAIRES ARE INCLUDED. [TWO TABLES IN THIS DOCUMENT MAY NOT BE LEGIBLE IN HARD COPY DUE TO SIZE OF TYPE-FACE USED IN ORIGINAL DOCUMENT.] (KG)

ED037495 UD009648
BENEFIT/COST ESTIMATES FOR JOB CORPS. DISCUSSION PAPERS. SEP 67, 52P.

IN THIS REVIEW, BENEFITS ARE EQUATED WITH THE IMPACT OF THE JOB CORPS ON INCREASING EARNINGS OF THE CORPSMEN ABOVE WHAT THEIR EARNINGS WOULD HAVE BEEN IN THE ABSENCE OF THE PROGRAM. EARNING IMPROVEMENTS ARE MEASURED IN TWO ALTERNATIVE WAYS: (1) THE EDUCATIONAL GAINS ACHIEVED IN THE JOB CORPS IN CONJUNCTION WITH EDUCATION AND LIFETIME EARNINGS, AND (2) COMPARISON OF WAGES EARNED BY EX-CORPSMEN WITH THE WAGES OF A COMPARABLE GROUP OF YOUTH WHO HAD NO JOB CORPS EXPERIENCE. NET COSTS OF THE AVERAGE FIVE-MONTH JOB CORPS EXPERIENCE IS ESTIMATED AT $3500 AND THIS FIGURE INCLUDES AN ALLOWANCE FOR THE OVERHEAD EXPENSES OF JOB CORPS AND FOR THE EARNINGS FOREGONE BY THE CORPSMEN DURING THEIR TRAINING. APPRAISED VALUE OF WORK PROJECTS IS SUBTRACTED FROM COSTS AND, FINALLY, THE VALUE OF TRANSFER PAYMENTS MADE TO CORPSMEN IS DEDUCTED. ANALYSIS IS SUPPORTED BY A TECHNICAL DISCUSSION OF SOURCE MATERIALS AND PROCEDURES USED TO MANIPULATE DATA. (KG)

ED037520 UD010105
TITLE I ESEA: A REVIEW AND A FORWARD LOOK, 1969 69, 94P.
HC NOT AVAILABLE FROM EDRS.

THE MAIN FOCUS OF THIS ESEA TITLE I PROGRAM REVIEW AND FORWARD LOOK IS ON PROBLEM AREAS THE NATIONAL ADVISORY COUNCIL ON THE EDUCATION OF DISADVANTAGED CHILDREN HAS IDENTIFIED SINCE ITS FIRST REPORT IN 1966, WHICH THE COUNCIL FEELS SEEMS TO DESERVE THE EARLY ATTENTION OF A NEW ADMINISTRATION AND CONGRESS.- MAJOR RECOMMENDATIONS ARE AS FOLLOWS: OFFICE OF EDUCATION (OE) SHOULD MAKE A SPECIAL EFFORT TO DISSEMINATE EXAMPLES OF DEMONSTRABLY SUCCESSFUL COMPENSATORY EDUCATION PROGRAMS, SUCH AS THE SELECTION OF 21 SUCCESSFUL PROJECTS DESCRIBED IN A SPECIAL SUPPLEMENT IN THIS REPORT

ED037538 VT010112
LEARNING FOR EARNING: NEW OPPORTUNITIES FOR PAYCHECK EDUCATION. THE VOCATIONAL EDUCATION AMENDMENTS OF 1968. 69, 13P.
HC NOT AVAILABLE FROM EDRS.

THE MAJOR PROVISIONS OF THE VOCATIONAL EDUCATION AMENDMENTS OF 1968 ARE EXPLAINED. FOLLOWING DISCUSSION OF THE RATIONALE OF THE LEGISLATION AND OF THE EXTENT AND BASIS OF ALLOCATION OF STATE GRANTS, SEPARATE SECTIONS OF THE DOCUMENT DEAL WITH: (1) EXEMPLARY PROGRAMS, (2) RESIDENTIAL PROJECTS, (3) CONSUMER AND HOMEMAKING EDUCATION, (4) COOPERATIVE VOCATIONAL EDUCATION, (5) WORK-STUDY PROGRAMS, (6) CURRICULUM DEVELOPMENT, AND (7) TRAINING AND DEVELOPMENT OPPORTUNITIES FOR VOCATIONAL EDUCATORS. (JK)

ED037542 VT010173
REVIEW AND SYNTHESIS OF RESEARCH ON THE ADMINISTRATION OF VOCATIONAL AND TECHNICAL EDUCATION. MAR 70, 78P.

THIS "STATE OF THE ART" PAPER SUMMARIZES THE MOST SIGNIFICANT RESEARCH RATED TO THE ORGANIZATION AND ADMINISTRATION OF VOCATIONAL AND TECHNICAL EDUCATION AT HIGH SCHOOL, COMMUNITY COLLEGE, AND ADULT EDUCATION LEVELS AS REPORTED BETWEEN 1963 AND 1968. THE PAPER IS INTENDED TO PROVIDE RESEARCHERS AND PRACTITIONERS WITH AN AUTHORITATIVE ANALYSIS OF THE LITERATURE IN THE FIELD. THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) SYSTEM WAS A MAJOR SOURCE OF INFORMATION. OTHER LIBRARY RESOURCES WERE USED AND INFORMATION WAS SOUGHT FROM THE 45 RESEARCH COORDINATING UNITS FOR OCCUPATIONAL EDUCATION. RESEARCH IS CATEGORIZED BY: (1) POLICY MAKING, (2) ORGANIZING FOR ADMINISTRATION, (3) PROGRAM PLANNING, (4) STAFFING, (5) FINANCING AND FACILITIES PLANNING, (6) EVALUATING, (7) SCHOOL-COMMUNITY RELATIONS, AND (8) RESEARCH. A SPEECH BY THE AUTHOR BASED UPON THIS DOCUMENT IS AVAILABLE AS VT 010 174. (JK)

ED037543 VT010175
REVIEW AND SYNTHESIS OF RESEARCH ON THE PLACEMENT AND FOLLOW-UP OF VOCATIONAL EDUCATION STUDENTS. FEB 70, 54P.

THIS REVIEW OF FOLLOWUP STUDIES OF GRADUATES OF VOCATIONAL-TECHNICAL EDUCATION PROGRAMS INCLUDES STUDIES PUBLISHED SINCE 1965 AND COVERS THE MAJOR FIELDS OF VOCATIONAL-TECHNICAL EDUCATION AT SECONDARY, POST SECONDARY, AND ADULT LEVELS. PROGRAMS FOR SPECIAL GROUPS OF INDIVIDUALS ARE ALSO INCLUDED. TWO PURPOSES OF THE REVIEW ARE (1) TO IDENTIFY THE JOB HISTORIES OF GRADUATES AND (2) TO PROVIDE BASE LINE DATA FOR PROGRAM EVALUATION. THE REVIEW IS ORGANIZED AROUND THE FOLLOWING TOPICS: THE ROLE OF FOLLOWUP STUDIES, GENERAL SURVEYS, STUDIES OF SPECIFIC PROGRAMS, SUMMARIES OF PLACEMENT INFORMATION, STUDIES OF SPECIAL GROUPS, BENEFIT-COST STUDIES, FOLLOWUP STUDIES PROCEDURES, AND EVALUATION SUMMARY. A 101-ITEM BIBLIOGRAPHY IS INCLUDED. A RELATED DOCUMENT IS VT 010 176. (CH)

ED037559 VT010338
COUNSELOR'S GUIDE TO MANPOWER INFORMATION 68, 105P.
HC NOT AVAILABLE FROM EDRS.

THIS SELECTED BIBLIOGRAPHY OF MATERIALS PUBLISHED BY ALL FEDERAL AND MANY STATE AGENCIES FROM 1962 TO 1968 IS DIVIDED INTO FOUR SECTIONS. ONE DEALS WITH OCCUPATIONAL AND INDUSTRY MANPOWER LITERATURE, INCLUDING OCCUPATIONAL OUTLOOK SERVICE INFORMATION, OCCUPATIONAL AND INDUSTRY MANPOWER STUDIES, JOB DESCRIPTIONS, AND FEDERAL GOVERNMENT CAREERS. THE SECOND PART DISCUSSES EDUCATION, FINANCIAL ASSISTANCE, AND PLACEMENT INFORMATION. THE NEXT SECTION EXAMINES MANPOWER PROBLEMS IN RELATIONSHIP TO DEPRESSED AREAS, DEFENSE EXPENDITURES, LABOR STANDARDS, TECHNOLOGICAL CHANGE, AND WORKER MOBILITY. THE LAST PART CITED STUDIES CONCERNING PROBLEMS OF SUCH SPECIAL GROUPS IN THE LABOR FORCES AS AGRICULTURAL MIGRANTS, APPRENTICES, OLDER WORKERS, WOMEN, AND YOUTH. INFORMATION ON SOURCES OF STATISTICS USEFUL TO COUNSELORS AND A SECTION ON BROAD-SCOPE DIRECTORIES, CATALOGS, AND BIBLIOGRAPHIES IS ALSO PROVIDED. APPENDED ARE: (1) ADDRESSES OF FEDERAL AGENCIES, (2) A 2-YEAR CUMULATIVE INDEX TO THE "OCCUPATIONAL OUTLOOK QUARTERLY" BY ARTICLE TITLE, (3) A SECTION ON HOW TO OBTAIN GOVERNMENT PUBLICATIONS, (4) A LISTING OF FEDERAL GOVERNMENT PERIODICALS AND HOW TO OBTAIN THEM, AND (5) A LISTING OF FEDERAL DEPOSITORY LIBRARIES. (BC)

ED037564 VT010497
GUIDE FOR COOPERATIVE VOCATIONAL EDUCATION. SEP 69, 136P.

THIS GUIDE IS THE RESULT OF DELIBERATIONS AT A NATIONAL CONFERENCE INVOLVING REPRESENTATIVES OF BUSINESS, INDUSTRY, LABOR, EDUCATION, GOVERNMENT, AND THE COMMUNITY, AND AT REGIONAL CLINICS WHICH FOLLOWED THE CONFERENCE. CHAPTER HEADINGS ARE: (1) COOPERATIVE VOCATIONAL EDUCATION AND WHAT IT WILL DO, (2) WHAT FORM AND TYPE IS BEST FOR A SPECIFIC SCHOOL? (3) MEETING STUDENT AND MANPOWER NEEDS THROUGH COOPERATIVE VOCATIONAL EDUCATION, (4) SUPERVISING THE PARTICIPATION OF EMPLOYERS, (5) ESTABLISHING ADMINISTRATIVE RELATIONSHIPS, (6) STAFFING COOPERATIVE VOCATIONAL EDUCATION PROGRAMS, AND (7) MAINTAINING AND IMPROVING COOPERATIVE VOCATIONAL EDUCATION. APPENDED ARE CHECKLISTS FOR ESTABLISHING PROGRAMS FOR USE OF SCHOOL ADMINISTRATORS, PRINCIPALS, AND COORDINATORS, AS WELL AS A CHECKLIST OF RECOMMENDED PRACTICES FOR THE USE OF COORDINATORS. (JK)

ED037574 VT010625
NATIONAL DEVELOPMENT INSTITUTE IN PLANNING--PROGRAMMING--BUDGETING--SYSTEMS. FINAL REPORT. JAN 70, 121P.

THIS INSTITUTE WAS HELD AT OHIO STATE UNIVERSITY, OCTOBER 21-NOVEMBER 1, 1968 TO FULFILL TWO MAIN PURPOSES: (1) TO PROVIDE AN OPPORTUNITY FOR PERSONNEL IN STATE DEPARTMENTS OF VOCATIONAL EDUCATION TO BECOME KNOWLEDGEABLE IN THE CONCEPTS, METHODS, AND PRACTICE OF PLANNING, PROGRAMMING, AND BUDGETING SYSTEMS (PPBS), AND (2) TO TEST A PACKAGE OF PPBS TRAINING MATERIALS DESIGNED FOR USE IN TRAINING STATE AND LOCAL VOCATIONAL EDUCATORS. THE 2-WEEK TRAINING INSTITUTE WAS ATTENDED BY 47 PARTICIPANTS FROM 40 STATES, REPRESENTING A VARIETY OF LEADERSHIP ROLES WITHIN VOCATIONAL EDUCATION. THE MAIN INSTRUCTIONAL TOPICS COVERED DURING THE INSTITUTE WERE: OVERVIEW OF PPBS, THE PLANNING PROCESS, PROGRAM BUDGETING, PROGRAMING AND MANAGEMENT CONTROL, ANALYSIS OF EDUCATIONAL BENEFITS AND COSTS, DATA REQUIREMENTS, AND POLITICAL AND ORGANIZATIONAL ASPECTS. EVALUATION INSTRUMENTS WERE USED TO MEASURE PARTICIPANTS' UNDERSTANDING AND TO OBTAIN RECOMMENDATIONS. RELATED DOCUMENTS ARE AVAILABLE AS ED 032 417 AND ED 032 418 FOUND IN RESEARCH IN EDUCATION, JANUARY 1970. (CH)

ED037590 AA000523
EDUCATIONAL PRODUCTION FUNCTION. FINAL REPORT. FEB 69, 111P.

THIS STUDY, CONCERNING THE CONCEPTUAL AND ECONOMETRIC PROBLEMS INVOLVED IN ESTIMATING EDUCATIONAL PRODUCTION FUNCTIONS, FOCUSES ON THE FOLLOWING TOPIC : THE MEANING OF AN EDUCATIONAL PRODUCTION FUNCTION ESTIMATED FROM CROSS-SECTION DATA

ED037603 AC006367
STATE OF WEST VIRGINIA [68], 46P.

THIS ANNUAL REPORT FROM THE STATE OF WEST VIRGINIA DETAILS THE ADMINISTRATION OF FUNDS UNDER TITLE I OF THE HIGHER EDUCATION ACT OF 1965. ALL THE FUNDS RECEIVED FOR THE FISCAL YEARS 1966 AND 1967 WERE ALLOCATED TO INSTITUTIONS OF HIGHER EDUCATION AND THE STATE AGENCY WITHIN THE STATE FOR THE PURPOSE OF DEVELOPING AND ADMINISTERING PROGRAMS DESIGNED TO ASSIST IN THE SOLUTION OF LOCAL AND STATE PROBLEMS. FOUR INSTITUTIONS AND ONE STATE ADMINISTRATION AGENCY PARTICIPATED. THE TITLE AND NUMBER, SPONSORING INSTITUTION, PROGRAM PURPOSE, ALLOCATION OF FUNDS, EXPENDITURES TO DATE AND BALANCE, ESTIMATED AND ACTUAL PARTICIPATION, PROGRAM ACTIVITY, EVALUATION, AND FUTURE PLANS WERE OUTLINED FOR EACH PROGRAM. THE GOALS OF THE PROGRAMS INCLUDED: EDUCATIONAL PROGRAMS FOR GOVERNMENT AND PUBLIC OFFICIALS

ED037636 AC006581
THE AGE OF DISCONTINUITY 69, 413P.
DOCUMENT NOT AVAILABLE FROM EDRS.

CONCENTRATING ON THE SOCIAL DIMENSION OF HUMAN EXPERIENCE AND EXISTENCE, THIS BOOK PROBES CERTAIN PROFOUND CHANGES OCCURRING IN CONTEMPORARY TECHNOLOGY, ECONOMY, SOCIETY, POLITICS, AND EDUCATION. THE AUTHOR DISCUSSES MAJOR DISCONTINUITIES.

ED037746 CG005047
GUIDANCE SERVICES IN THE ELEMENTARY SCHOOLS OF WISCONSIN. ERPENBACH, WILLIAM; HOSFORD, RAY, MAR 69, 109P.

THIS BOOKLET HAS BEEN PREPARED FOR COUNSELORS, ADMINISTRATORS, TEACHERS AND OTHERS INTERESTED IN ELEMENTARY SCHOOL GUIDANCE SERVICES IN THE STATE OF WISCONSIN. IN GENERAL THE BOOKLET DISCUSSES THE BACKGROUND AND ROLE OF THE

NATIONAL DEFENSE EDUCATION ACT, TITLE V-A, (NDEA, V-A) IN THE ESTABLISHMENT OF PILOT PROGRAMS OF ELEMENTARY SCHOOL GUIDANCE SERVICES WITHIN THE STATE. THE STATUS OF THE NDEA, V-A PILOT PROGRAMS FOR 1967-1968 ARE PRESENTED. IN ADDITION, ISSUES OF IMPORTANCE TO ELEMENTARY SCHOOL GUIDANCE AND GUIDANCE RESOURCES AVAILABLE FOR THE GUIDANCE WORKER ARE DISCUSSED. (KJ)

ED037766 CG005118
DRUG EDUCATION--USE AND ABUSE. A RESOURCE BULLETIN. 70, 326P.

THE PURPOSE OF THIS BULLETIN IS TO IDENTIFY AVAILABLE RESOURCES RELATIVE TO DRUG EDUCATION, AND ORGANIZE THEM INTO A FORM WHICH CAN BE USED TO PINPOINT A PARTICULAR SERVICE WHICH CAN BE ADDRESSED TO A PARTICULAR NEED. INCLUDED IN THE BULLETIN ARE RESEARCH REPORT ABSTRACTS

ED037767 CG005145
PUPIL SERVICES FOR MASSACHUSETTS SCHOOLS. A REPORT PREPARED FOR THE MASSACHUSETTS ADVISORY COUNCIL ON EDUCATION. LIDDLE, GORDON P.; DROLL, ARTHUR M., SEP 69, 291P.

THIS REPORT DESCRIBES THE FINDINGS AND RECOMMENDATIONS OF A STUDY OF GUIDANCE AND PUPIL SERVICES IN MASSACHUSETTS. ITS PURPOSE WAS TO IDENTIFY GUIDELINES AND DIRECTIONS FOR CONTINUED DEVELOPMENT OF PUPIL SERVICES IN MASSACHUSETTS. THE FIRST CHAPTER GIVES THE SCOPE OF PUPIL SERVICES INCLUDING: (1) GUIDANCE, (2) COUNSELING, (3) REMEDIAL HELP, (4) CONSULTATION, AND (5) RESEARCH. CHAPTER TWO PRESENTS THE HISTORY AND DEVELOPMENT OF PUPIL SERVICES IN MASSACHUSETTS FROM THE 17TH CENTURY TO THE PRESENT. CHAPTER THREE DISCUSSES PROBLEMS IN PUPIL SERVICES SUCH AS: (1) FUNDING, (2) ROLE DEFINITIONS, (3) SCHOOL STRUCTURE, (4) POWER AND POLITICS, (5) COMMUNICATION, AND (6) STATE SERVICES. CHAPTER FOUR GOES ON TO DISCUSS THE QUESTIONNAIRES SENT TO PROFESSIONALS IN PUPIL SERVICES. INFORMATION ON TRAINING PROGRAMS, PROFESSIONAL ASSOCIATIONS AND STATE AGENCIES IS GIVEN. THE REPORT CONCLUDES WITH A CHAPTER ON ALTERNATIVES FOR ACTION. AMONG TOPICS DISCUSSED ARE: (1) ORGANIZATION, (2) STAFFING, (3) SALARIES, (4) STANDARDS, (5) PERSONNEL RECOMMENDATIONS, (6) ADULT SERVICES, AND (7) EVALUATION OF SERVICES. (KJ)

ED037806 EA002597
A SUGGESTED PUPIL REQUIREMENTS FILE: EDUCATIONAL DATA PROCESSING PLANNING STUDY #1. JUN 69, 99P.
HC NOT AVAILABLE FROM EDRS.

THIS DOCUMENT CONTAINS A DESIGN FOR CREATING AN EDUCATIONAL DATA BANK OF PUPIL PERSONNEL INFORMATION. THE SPECIFIC INFORMATION THAT SHOULD BE COLLECTED AND MAINTAINED IN SUCH AN UPDATABLE DATA BANK IS DESCRIBED IN DETAIL. THE DOCUMENT PROVIDES INSTRUCTIONS ON INTERPRETATION OF THIS DATA FOR PREDICTING APPROXIMATE PERCENTAGES OF STUDENTS WHO WOULD NOT COMPLETE HIGH SCHOOL (BOTH INDIVIDUAL AND GROUP STUDIES)

ED037808 EA002660
PLANNING FOR SCHOOL DISTRICT ORGANIZATION IN IDAHO: IDAHO SCHOOL DISTRICT ORGANIZATION PROJECT REPORT OF THE CONFERENCE (OCTOBER 27, 1967). 14 NOV 67, 73P.

IN JULY 1967, THE IDAHO STATE DEPARTMENT OF EDUCATION REQUESTED THE COLLEGE OF EDUCATION OF THE UNIVERSITY OF IDAHO TO UNDERTAKE A STUDY OF THE ORGANIZATION OF THE PUBLIC SCHOOL DISTRICTS OF THE STATE. THIS PUBLICATION CONTAINS A COMPILATION OF SPEECHES AND PROCEEDINGS OF THE INITIAL STATE CONFERENCE AT THE UNIVERSITY OF IDAHO. THIS CONFERENCE WAS CONDUCTED BY THE STAFF OF THE IDAHO SCHOOL DISTRICT ORGANIZATION STUDY (ESEA TITLE III AND V) AND WAS DESIGNED TO INVOLVE IN THE PLANNING PROCESS LEADERS FROM BUSINESS, LABOR, AND INDUSTRY, THE STATE DEPARTMENT OF EDUCATION, THE STATE LEGISLATORS, AND LEADERS OF PROFESSIONAL ORGANIZATIONS.

ED037811 EA002729
STATE AID TO LOCAL GOVERNMENT. A COMMISSION REPORT. APR 69, 116P.
HC NOT AVAILABLE FROM EDRS.

THIS REPORT STUDIES THE PROPER ALLOCATION OF RESPONSIBILITY FOR FINANCING THE HIGH COST OF INTERGOVERNMENTAL PROGRAMS AMONG THE THREE MAJOR LEVELS OF GOVERNMENT. THE LOCAL PROPERTY TAX, WHICH IS THE PRIMARY UNDERWRITER OF THE LOCAL SCHOOL SYSTEM, OF LOCAL GENERAL GOVERNMENT, AND OF HALF THE NATION'S $10 BILLION PUBLIC WELFARE BILL, IS OUTMODED. STATE AID FOR LOCAL FISCAL NEEDS HAS NOT KEPT PACE WITH THE GROWTH IN LOCAL EXPENDITURES. IT IS RECOMMENDED THAT THE FEDERAL GOVERNMENT ASSUME FULL FINANCIAL RESPONSIBILITY FOR THE PUBLIC ASSISTANCE FUNCTION. STATES, IN TURN, SHOULD BECOME THE PRIME FINANCIAL SOURCE FOR ELEMENTARY AND SECONDARY EDUCATION COSTS. IN HEALTH AND HOSPITAL SERVICES, STATES SHOULD BASE DISTRIBUTION OF FUNDS ON THE ABILITY OF LOCALITIES TO PROVIDE STANDARDIZED SERVICES. FUNDS FOR HIGHWAYS, MASS TRANSIT, AND URBAN DEVELOPMENT SHOULD BE DISTRIBUTED TO ACHIEVE A MORE EQUITABLE BALANCE BETWEEN HIGHWAY AND MASS TRANSIT EXPENDITURES. THESE AND OTHER RECOMMENDATIONS WILL PROVIDE A MORE EQUITABLE TAX BASE TO PROVIDE THE QUALITY PUBLIC SERVICES FOR ALL STATES. [TABLES MAY BE OF POOR QUALITY WHEN REPRODUCED DUE TO FINE PRINT.] (LN)

ED037812 EA002750
GENERAL DESIGN FOR AN EDUCATION PLANNING-PROGRAMMING-BUDGETING SYSTEM. 28 JUN 68, 168P.

THE MAJORITY OF LOCAL SCHOOL DISTRICTS IN PENNSYLVANIA COMPLETED REORGANIZATION DURING THE 1965-66 SCHOOL YEAR. SINCE THEN, THE PENNSYLVANIA BOARD OF EDUCATION HAS STUDIED THE REORGANIZATION PROBLEMS INVOLVED IN CONSOLIDATING THE 67 COUNTY SUPERINTENDENT OF SCHOOLS OFFICES INTO 25 TO 30 INTERMEDIATE UNITS. FUNDED BY ESEA TITLE III, THIS STUDY IS INTENDED TO DEVELOP MANAGEMENT TOOLS FOR USE BY THE ADMINISTRATIONS AND BOARDS OF INTERMEDIATE UNITS. SPECIFICALLY, THE STUDY INCLUDES THE DESIGN, TESTING, AND INITIAL IMPLEMENTATION OF A PLANNING-PROGRAMING-BUDGETING SYSTEM (PPBS). THE SYSTEM WILL FACILITATE A COORDINATED EFFORT IN PROVIDING EDUCATIONAL SERVICES BY THE LOCAL DISTRICTS AND BY THE INTERMEDIATE UNITS. THIS REPORT PRESENTS A PRELIMINARY DESIGN OF THE PPB SYSTEM THAT WAS TESTED BY THE PROJECT STAFF, PILOT DISTRICTS, AND COUNTY OFFICES IN THE LATE SUMMER AND EARLY FALL OF 1968. THE PROCEDURES MANUALS FOR THESE STUDIES ARE EA 002 751, EA 002 752, EA 002 753, AND EA 002 754. (DE)

ED037813 EA002751
EDUCATION-PLANNING-PROGRAMMING-BUDGETING SYSTEM PROCEDURES MANUAL FOR INTERMEDIATE UNITS, VERSION I, MODEL 2. VOLUMES I AND II. MAR 69, 462P.
HC NOT AVAILABLE FROM EDRS.

TWO DISTINCT TYPES OF PLANNING-PROGRAMING-BUDGETING SYSTEMS (PPBS)--MANUAL AND SEMIAUTOMATED--HAVE BEEN DEVELOPED IN THE ESEA TITLE III, INTERMEDIATE UNIT PLANNING STUDY (SEE EA 002 750). THE PPB SYSTEMS ARE FOR USE BY INTERMEDIATE UNITS AND BY SCHOOL DISTRICTS IN PENNSYLVANIA. THE FIRST TYPE IS DETAILED IN THIS DOCUMENT AND IS REFERRED TO AS THE MANUAL VERSION. IN THIS VERSION, THE PROCEDURE CAN BE COMPLETELY CALCULATED MANUALLY WITH THE USE OF A DESK CALCULATOR. THE SECOND TYPE IS REFERRED TO AS A SEMIAUTOMATED VERSION (SEE EA 002 752 AND EA 002 754). THE FIRST MANUAL VERSION HAS BEEN REVISED AND IS CONTAINED IN THIS DOCUMENT AS EPPBS-VERSION I, MODEL 2. NO FURTHER DEVELOPMENT OF THE MANUAL VERSION IS CONTEMPLATED IN THE STUDY. THE INTERMEDIATE UNITS WILL USE THIS PROCEDURES MANUAL, WHICH INCLUDES A SUGGESTED WORK SCHEDULE AND SAMPLES OF FORMS, WORKSHEETS, AND REPORTS. THE VERSION I, MODEL 2 PROCEDURES MANUAL FOR SCHOOL DISTRICTS IS IN EA 002 753. (DE)

ED037814 EA002752
EDUCATION-PLANNING-PROGRAMMING-BUDGETING SYSTEM DOCUMENTATION MANUAL FOR INTERMEDIATE UNITS, VERSION II, MODEL 1. MAY 69, 249P.
HC NOT AVAILABLE FROM EDRS.

TWO DISTINCT TYPES OF PLANNING-PROGRAMING-BUDGETING SYSTEMS (PPBS) HAVE BEEN DEVELOPED IN THE ESEA TITLE III, INTERMEDIATE UNIT PLANNING STUDY, FOR USE BY INTERMEDIATE UNITS AND BY SCHOOL DISTRICTS IN PENNSYLVANIA (SEE EA 002 750). THE FIRST TYPE IS DETAILED IN EA 002 751 AND EA 002 753 AND IS REFERRED TO AS THE MANUAL VERSION. THE SECOND TYPE IS A SEMIAUTOMATED VERSION, DEPENDENT FOR ITS CALCULATION ON THE USE OF ELECTRONIC DATA PROCESSING EQUIPMENT. THERE ARE TWO SEMIAUTOMATED VERSIONS: THE BATCH-PROCESSED VERSION (EPPBS - VERSION II, MODEL 1) AND THE ON-LINE VERSION (EPPBS - VERSION III, MODEL 1). TESTING OF THE BATCH-PROCESSED VERSION FOR BOTH SCHOOL DISTRICTS AND INTERMEDIATE UNITS WAS COMPLETED IN APRIL 1969. A REPORT ON THE DEVELOPMENT AND TESTING OF THE ON-LINE VERSION WILL BE COMPLETED IN MAY 1970. THIS MANUAL IS FOR THE BATCH-PROCESSED, SEMIAUTOMATED VERSION FOR USE BY INTERMEDIATE UNITS.

ED037815 EA002753
EDUCATION-PLANNING-PROGRAMMING-BUDGETING SYSTEM PROCEDURES MANUAL FOR SCHOOL DISTRICTS, VERSION I, MODEL 2. VOLUMES I AND II. MAR 69, 391P.
HC NOT AVAILABLE FROM EDRS.

THIS DOCUMENT DETAILS A PPB SYSTEM DEVELOPED IN AN ESEA TITLE III PROJECT, INTERMEDIATE UNIT PLANNING STUDY, FOR USE IN PENNSYLVANIA (SEE EA 002 750). THIS MANUAL VERSION CAN BE MANUALLY CALCULATED WITH A DESK CALCULATOR. REPORTED IN THIS DOCUMENT, FOR USE BY SCHOOL DISTRICTS, ARE BACKGROUND INFORMATION, MAJOR ELEMENTS OF THIS PPB SYSTEM, AND THE SPECIFIC PROCEDURES TO BE FOLLOWED IN ITS IMPLEMENTATION. THIS PROCEDURES MANUAL INCLUDES A SUGGESTED WORK SCHEDULE AND SAMPLES OF FORMS, WORKSHEETS, AND REPORTS. APPENDIXES CONTAIN SCHOOL DISTRICT DATA AND INFORMATION FILE REQUIREMENTS, A GENERAL METHOD OF ESTIMATING FUTURE SCHOOL ENROLLMENTS, A SURVEY OF SECONDARY SCHOOL COURSE OFFERINGS IN 1968-69, AND A METHODOLOGY OF REVENUE FORECASTING IN EDUCATION. THE PROCEDURES MANUAL THAT INCLUDES THIS INFORMATION FOR INTERMEDIATE UNITS IS EA 002 751. OTHER RELATED DOCUMENTS ARE EA 002 752 AND EA 002 754. (DE)

ED037816 EA002754
EDUCATION-PLANNING-PROGRAMMING-BUDGETING SYSTEM DOCUMENTATION MANUAL FOR SCHOOL DISTRICTS, VERSION II, MODEL 1. MAY 69, 213P.
HC NOT AVAILABLE FROM EDRS.

THIS DOCUMENT DETAILS A SEMIAUTOMATED PPB SYSTEM DEVELOPED IN AN ESEA TITLE III PROJECT, INTERMEDIATE UNIT PLANNING STUDY, FOR USE IN PENNSYLVANIA (SEE EA 002 750). TWO SEMIAUTOMATED VERSIONS WERE DEVELOPED, BOTH DEPENDENT FOR CALCULATION ON THE USE OF ELECTRONIC DATA PROCESSING EQUIPMENT. THIS IS A DOCUMENTATION MANUAL FOR THE FIRST OF THESE VERSIONS, THE BATCH-PROCESSED VER-

SION. TESTING OF THE BATCH-PROCESSED VERSION FOR BOTH SCHOOL DISTRICTS AND INTERMEDIATE UNITS WAS COMPLETED IN APRIL 1969. A REPORT ON THE DEVELOPMENT AND TESTING OF THE SECOND VERSION, THE ON-LINE VERSION, WILL BE COMPLETED IN MAY 1970. THIS MANUAL, FOR USE BY THE SCHOOL DISTRICTS, INCLUDES A SAMPLE SCHOOL DISTRICT PRINTOUT, A SUGGESTED WORK SCHEDULE, AND PROGRAM DOCUMENTATION FOR THE SYSTEM ANALYST. THE MANUAL OF THE BATCH-PROCESSED VERSION FOR THE INTERMEDIATE UNITS IS EA 002 752. OTHER RELATED DOCUMENTS ARE EA 002 751 AND EA 002 753. (DE)

ED037817 EA002796
METHODS-MEANS SELECTION: AN INQUIRY/DECISION-MAKING PROCESS APPROACH. 69, 18P.

EDUCATIONAL MANAGEMENT PROGRAMS HAVE PLANNED OUTCOMES THAT CAN BE ACHIEVED THROUGH ALTERNATIVE ROUTES. METHODS-MEANS SELECTION IS A SYSTEMATIC APPROACH TO CHOOSING THE MOST FAVORABLE ROUTE. "METHODS" REFER TO THE SPECIFIC STRATEGIES AND "MEANS" REFER TO THE ACTUAL RESOURCES AND PERSONNEL USED TO CARRY OUT THE CHOSEN METHOD. THIS SYSTEMS ANALYSIS STRIVES FOR EFFICIENCY AND EFFECTIVENESS WITHIN THE LIMITS OF FEASIBLE SOLUTIONS. IN THIS DOCUMENT, THE DIMENSIONS OF METHODS-MEANS SELECTION ARE DEFINED, THE STEPS IN THE APPROACH ARE OUTLINED, AND THE EXPECTED OUTCOMES ARE SUMMARIZED. A 33-ITEM BIBLIOGRAPHY CONCLUDES THE REPORT. (LN)

ED037823 EA002809
INCREASING SOCIAL AND ECONOMIC INEQUALITIES AMONG SUBURBAN SCHOOLS: A STUDY IN EDUCATIONAL ADMINISTRATION AND FINANCE. FINAL REPORT. HICKROD, G. ALAN; SABULAO, CESAR M., 69, 102P.
DOCUMENT NOT AVAILABLE FROM EDRS.

THIS STUDY OF FIVE METROPOLITAN AREAS INDICATES INCREASING SOCIAL AND ECONOMIC INEQUALITIES AMONG SUBURBAN SCHOOLS. IN ADDITION, THE METROPOLITAN AREAS SEEMED TO BE DEVELOPING CONTIGUOUS SECTORS OF "ADVANTAGED" SCHOOL DISTRICTS AND "DISADVANTAGED" SCHOOL DISTRICTS. FINANCIAL DIFFERENCES ARE AT THE BASE OF THE INEQUALITIES, WITH HIGH INCOME/LOW TAX BURDEN AREAS PROVIDING MORE QUALITY IN EDUCATION. STATE GRANTS-IN-AID TO EDUCATION HAVE HAD LITTLE IMPACT TO DATE ON LESSENING INEQUALITIES. TO ELIMINATE EDUCATIONAL DEPRIVATION, THE STUDY RECOMMENDS THAT AN INCOME MEASUREMENT BE INTRODUCED IN THE GENERAL AID FORMULAS OF THE STATES AND THAT MIDDLE-SIZED SCHOOL DISTRICTS BE ESTABLISHED IN CONCENTRATIONS OF DISADVANTAGED AREAS TO PROVIDE AID-IN-KIND. FURTHER STUDIES ARE NECESSARY TO FIND WAYS OF HELPING DISTRICTS THAT ARE DOUBLY DISADVANTAGED IN BOTH PROPERTY VALUATION AND INCOME DISTRIBUTION AND TO HELP IMPACTED DISTRICTS FIND OUTSIDE TAXATION BASES. A FURTHER AID WOULD BE THE ESTABLISHMENT OF MONITORING AGENCIES TO DETECT SHIFTS IN HUMAN RESOURCES AMONG SCHOOL DISTRICTS. THIS WOULD PROVIDE DATA ON SOCIAL AND ECONOMIC CHARACTER AS WELL AS TRADITIONAL FINANCIAL MEASURES ON WHICH TO BASE FUTURE POLICY INTENDED TO ACHIEVE EQUAL EDUCATIONAL OPPORTUNITY. (LN)

ED037829 EA002858
IMPROVING EDUCATION THROUGH ESEA: 12 STORIES. ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965. JAN 70, 78P.
HC NOT AVAILABLE FROM EDRS.

TWELVE ARTICLES DESCRIBE PROJECTS DEMONSTRATING WHAT CAN BE DONE, WITH FEDERAL ASSISTANCE AUTHORIZED UNDER THE ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965, TO ADVANCE PUBLIC SCHOOL EDUCATIONAL QUALITY AND SERVICE. SEVEN STORIES COVER TITLE 3 INNOVATIVE PROGRAMS DESIGNED TO ADVANCE CREATIVITY IN EDUCATION

ED037838 EC004849
FOURTH ANNUAL STATUS REPORT FOR THE PROGRAM FOR THE EDUCATION OF EXCEPTIONALLY TALENTED CHILDREN. 69, 60P.

STUDY OF NORTH CAROLINA'S PROGRAM FOR THE EXCEPTIONALLY TALENTED INDICATED A GROWTH IN ENROLLMENT

ED037848 EC005136
REPORT OF INSTITUTE ON THE ADMINISTRATION OF SPECIAL EDUCATION. 69, 32P.

W. OWENS CORNER DISCUSSES THE ROLE OF THE SPECIAL EDUCATION SUPERVISOR IN PROMOTING HIS PROGRAM AND DESCRIBES TRENDS IN SPECIAL EDUCATION. QUESTIONS RAISED BY THE INSTITUTE PARTICIPANTS AND INVOLVING VARIOUS ASPECTS OF ADMINISTRATION ARE LISTED

ED037892 EF000482
CUTTING COSTS WITH CARPET. 63, 20P.
DOCUMENT NOT AVAILABLE FROM EDRS.

AN ANALYSIS OF INSTALLATION AND MAINTENANCE COSTS OF CARPET, TILE, AND TERRAZZO IN A WIDE VARIETY OF COMMERCIAL INSTALLATIONS IS PRESENTED. OVER 400,000 SQUARE FEET OF CARPETED FLOORS AND OVER 1,000,000 SQUARE FEET OF NON-CARPETED FLOORS WERE EXAMINED AND EVALUATED TO PROVIDE PROSPECTIVE FLOOR COVERING BUYERS WITH COMPARATIVE "USE COST" DATA IN CHART FORM. USE COST IS DETERMINED BY THREE POINTS OF EVALUATION--(1) INSTALLATION COSTS, (2) DURABILITY, AND (3) MAINTENANCE COSTS. THE STUDY CONCLUDED THAT CARPETING COSTS MORE THAN OTHER FLOORING TO INSTALL, BUT LASTS LONGER AND REQUIRES LESS MAINTENANCE. TOTAL USE COSTS OF CARPETING WERE SEEN TO AMOUNT TO FROM 40.8 PER CENT TO 47.6 PER CENT LESS THAN FOR NON-CARPETED FLOORS. (RH)

ED037897 EF002032
ADMINISTRATION OF UNIFIED SCHOOL DISTRICTS IN KANSAS. JAN 67, 101P.

IN THIS HANDBOOK OF SUGGESTIONS FOR OPERATING AN EDUCATIONAL PROGRAM IN SCHOOL DISTRICTS ORGANIZED UNDER KANSAS SCHOOL UNIFICATION ACTS I, II AND III, MUCH OF THE MATERIAL IS AN ATTEMPT TO RELATE KANSAS SCHOOL LAW TO LOCAL SCHOOL OPERATION. CHAPTERS ARE CONCERNED WITH THE HISTORICAL BACKGROUND OF SCHOOL DISTRICT ORGANIZATION IN KANSAS, SCHOOL-COMMUNITY RELATIONS, THE BOARD OF EDUCATION, FISCAL MANAGEMENT, ATTENDANCE CENTERS AND SCHOOL FACILITIES, THE EDUCATIONAL PROGRAM, SCHOOL PERSONNEL, SPECIAL PUPIL SERVICES, THE SCHOOL PLANT, THE SCHOOL BOND ISSUE, DISTRICT BOUNDARIES, DISASTER PROTECTION, EDUCATIONAL TELEVISION, AND DATA PROCESSING. BIBLIOGRAPHIES ARE PROVIDED FOR EACH CHAPTER. (FPO)

ED037918 EF002863
SCHOOL FACILITIES SURVEY FOR UNIFIED SCHOOL DISTRICT NO. 353, SUMNER COUNTY, WELLINGTON, KANSAS. 66, 62P.

THE PHYSICAL ENVIRONMENT IS CONSIDERED TO BE VITALLY LINKED TO THE SUCCESS OF THE EDUCATIONAL PROGRAM, AND THAT WHICH REQUIRES A MINIMUM OF BODY ENERGY FOR ADAPTATION AND THEREBY RELEASES A MAXIMUM AMOUNT OF ENERGY FOR PURPOSEFUL LIVING IS CONSIDERED THE BEST EDUCATIONAL ENVIRONMENT. PLANNING OF EDUCATIONAL FACILITIES IS DISCUSSED WITHIN THIS CONTEXT. EACH EXISTING SCHOOL BUILDING IS EVALUATED IN TERMS OF EDUCATIONAL ADEQUACY, WHICH INVOLVES JUDGMENT OF SITE, SAFETY, ROOM CAPACITY, ROOM RELATIONSHIPS, ROOM CHARACTERISTICS, AND GENERAL OVERALL ENVIRONMENT. A FEW OF THE MORE IMPORTANT REGULATIONS AND STANDARDS UPON WHICH THE EVALUATION IS BASED ARE PRESENTED. CONSIDERATION IS ALSO GIVEN TO CURRICULAR TRENDS THAT INFLUENCE FACILITIES. SUGGESTIONS AND RECOMMENDATIONS ARE MADE FOR NEW FACILITIES. (FS)

ED037922 EF003109
INTERIOR FINISHES. FLOORS, WALLS, CEILINGS: PERFORMANCE CRITERIA. INTERIM REPORT. MAY 68, 46P.
DOCUMENT NOT AVAILABLE FROM EDRS.

A RESEARCH PROGRAM AND THE TESTING METHODS IT DEVELOPED ARE DESCRIBED, INDICATING THE PERFORMANCE CRITERIA OF INTERIOR FINISHES FOR WALLS, CEILINGS AND FLOORS. MATERIAL EXPOSURE CRITERIA ARE GIVEN WITH THE PROBABILITY OF DAMAGE RATINGS FOR--(1) PHYSICAL IMPACT, (2) CHEMICAL DAMAGE, (3) BIOLOGICAL, FOOD AND WATER DAMAGE. THE RELATIONSHIP OF INTERIOR SPACE FUNCTION AND EXPOSURE CLASSIFICATIONS TO MATERIAL FINISHES IS DISCLOSED FOR MATERIAL HANDLING, STORAGE, UTILITY, HEAVY EQUIPMENT, AND PHYSICAL ACTIVITY FOR INSTRUCTIONAL AND COMMONLY USED FACILITIES. TESTING METHODS, PROCEDURES, AND STANDARDS USED IN THE RESEARCH PROGRAM ARE DESCRIBED IN THIS INTERIM REPORT. RESISTANCE OF FINISHES TO WEAR, SLIPPAGE, WASHABILITY AND FADING ARE REVEALED. SEMINAR PARTICIPANTS ARE LISTED. A PERFORMANCE RATING CHART IS ENCLOSED. (TG)

ED037939 EF004105
FLOORS: SELECTION AND MAINTENANCE. 68, 316P.
DOCUMENT NOT AVAILABLE FROM EDRS.

FLOORING FOR INSTITUTIONAL, COMMERCIAL, AND INDUSTRIAL USE IS DESCRIBED WITH REGARD TO ITS SELECTION, CARE, AND MAINTENANCE. THE FOLLOWING FLOORING AND SUBFLOORING MATERIAL CATEGORIES ARE DISCUSSED--(1) RESILIENT FLOOR COVERINGS, (2) CARPETING, (3) MASONRY FLOORS, (4) WOOD FLOORS, AND (5) "FORMED-IN-PLACE FLOORS". THE PROPERTIES, PROBLEMS, PERFORMANCE CRITERIA, AND SPECIFICATIONS OF THE VARIOUS FLOORING MATERIALS ARE REVIEWED ALONG WITH INSTRUCTIONS FOR PROPER INSTALLATION AND FINISHING. DATA, TABLES AND CHECK LISTS ARE GIVEN ON COMFORT RATINGS, COSTS, SPACE UTILIZATION, AND PROPER SELECTION AND USE OF MAINTENANCE EQUIPMENT. AN ANNOTATED REFERENCE LIST, PHOTOGRAPHS, AND DRAWINGS ARE INCLUDED. (TG)

ED037961 EF004147
THE ARCHITECT'S GUIDE TO MECHANICAL SYSTEMS. 66, 247P.
DOCUMENT NOT AVAILABLE FROM EDRS.

THE PRINCIPLES AND PROBLEMS OF DESIGNING NEW BUILDING MECHANICAL SYSTEMS ARE DISCUSSED IN THIS REFERENCE SOURCE IN THE LIGHT OF DATA ON THE FUNCTIONS AND OPERATION OF MECHANICAL SYSTEMS. AS A PRACTICAL GUIDE TO UNDERSTANDING MECHANICAL SYSTEMS IT DESCRIBES SYSTEM TYPES, FUNCTIONS, SPACE REQUIREMENTS, WEIGHTS, INSTALLATION, MAINTENANCE AND OPERATING COSTS. MECHANICAL INFORMATION ON HEATING-COOLING, AIR CONDITIONING, VENTILATION-EXHAUSTING, AND PLUMBING SYSTEMS FOR BUILDINGS IS REVEALED WITH EMPHASIS ON FIRE PROTECTION, "TROUBLE SHOOTING", AND THE SELECTION OF A MECHANICAL ENGINEER. SPECIFICATIONS, CHARTS, DRAWINGS, AND REFERENCE SOURCES ARE INCLUDED. (TG)

ED037963 EF004150
FURTHER EXPLORATIONS IN HUMAN RESOURCE MIGRATION AMONG SCHOOL DISTRICTS IN METROPOLITAN AREAS AND THE EFFECT OF THIS MIGRATION UPON SCHOOL FINANCE. FINAL REPORT. SEP 69, 98P.

THIS REPORT IS DIVIDED INTO SEVEN SECTIONS. SECTION ONE DEALS WITH THE DESIGN OF THE STUDY WHICH INCLUDES THE BASIC QUESTIONS ASKED, THE NATURE OF THE DATA COLLECTED IN ORDER TO ANSWER THESE QUESTIONS, AND THE SAMPLES UPON WHICH THE STATISTICAL ANALYSES ARE PERFORMED. SECTIONS TWO AND THREE ARE CONCERNED WITH THE MATTER OF SOCIAL AND ECONOMIC INEQUALITIES AMONG SUBURBAN SCHOOL DISTRICTS AND SPECIFICALLY WITH TRENDS THROUGH TIME WITH RESPECT TO THESE INEQUALITIES. SECTIONS FOUR AND FIVE ARE DEVOTED TO AN INVESTIGATION OF THE DETERMINANTS OF LOCAL SPENDING FOR EDUCATION. SECTION SIX CONCENTRATES

UPON THE ROLE OF STATE AID BOTH WITH RESPECT TO THE SOCIAL AND ECONOMIC INEQUALITIES PREVIOUSLY EXPLORED, AND WITH RESPECT TO THE DETERMINATION OF LOCAL EXPENDITURE LEVELS. IN THE FINAL SECTION THE EMPIRICAL FINDINGS ARE SUMMARIZED AND SOME RECOMMENDATIONS FOR LEGISLATIVE ACTION ARE OFFERED. (AUTHOR)

ED037964 EF004153
OPERATING COSTS OF EDUCATIONAL FACILITIES. MAR 70. 58P.

THE REFERENCES INCLUDED WERE DRAWN FROM THE DOCUMENTS RECEIVED AND PROCESSED TO DATE BY THE ERIC CLEARINGHOUSE ON EDUCATIONAL FACILITIES, AND ARE ORGANIZED INTO THE FOLLOWING SECTIONS--(1) SCHOOL BUSINESS, (2) MAINTENANCE AND OPERATIONS, (3) INSURANCE PROGRAMS, (4) PROPERTY ACCOUNTING, (5) PURCHASING, AND (6) FOOD SERVICE. (FS)

ED038039 EM007939
FEASIBILITY OF COMPUTER-ASSISTED ELEMENTARY KEYBOARD MUSIC INSTRUCTION. FINAL REPORT. MAR 70, 172P.

A STUDY WAS MADE TO DETERMINE THE FEASIBILITY, INFEASIBILITY, OR DEFERRED FEASIBILITY OF ADAPTING A COMPUTER-ASSISTED INSTRUCTION (CAI) SYSTEM TO AN EXISTING NON-AUTOMATED PROGRAM FOR PROVIDING KEYBOARD EXPERIENCES TO ELEMENTARY SCHOOL CHILDREN. A SYSTEMATIC TASK-BY-TASK APPROACH WAS ADOPTED FOR THE STUDY: LEARNING OBJECTIVES WERE ASSESSED, THE PRESENT KEYBOARD EXPERIENCE PROGRAM (IN WICHITA PUBLIC SCHOOLS) WAS STUDIED AT FIRST HAND, AN ANALYSIS WAS MADE OF THE APPLICABILITY OF EXISTING COMPUTER-RELATED TECHNOLOGY, PRELIMINARY DESIGN ALTERNATIVES WERE FORMULATED, AND DESIGNS WERE SUBJECTED TO FEASIBILITY TESTING AND EVALUATION. THREE COMPUTER-BASED DESIGNS WERE DEVELOPED, TESTED, AND EVALUATED: AN INSTRUCTIONAL MANAGEMENT SYSTEM, AN ADVANCED CAI SYSTEM, AND AN INTERMEDIATE APPROACH. SIGNIFICANT CONCLUSIONS WHICH EMERGED FROM THE STUDY INCLUDE THAT A CAI KEYBOARD EXPERIENCES SYSTEM IS SUSCEPTIBLE ONLY IN PART TO THE SOLUTIONS BEING FOUND FOR CAI SYSTEMS IN OTHER EDUCATIONAL AREAS, THAT THE INTERACTIVE CAI KEYBOARD SYSTEMS IS MOST TECHNOLOGICALLY FEASIBLE BUT IS NOT ECONOMICALLY FEASIBLE, AND THAT A KEYBOARD EXPERIENCE PROGRAM INVOLVING AUTOMATED NON-COMPUTERIZED METHODS FOR INDIVIDUALIZED INSTRUCTION IS BOTH ECONOMICALLY AND EDUCATIONALLY FEASIBLE, AND SHOULD BE IMPLEMENTED. (AUTHOR/SP)

ED038161 PS002160
FEDERAL PROGRAMS ASSISTING CHILDREN AND YOUTH. REVISED EDITION. 68, 120P.

THIS REPORT INVENTORIES FEDERAL PROGRAMS WHICH ASSIST CHILDREN AND YOUTH AND PROVIDES INFORMATION ON THE AMOUNT OF FEDERAL FUNDS WHICH FINANCE THESE PROGRAMS. IT UPDATES AN EARLIER REPORT BY CONCENTRATING ON AN ANALYSIS OF THE FUNDS PROVIDED BY THE SEVERAL AGENCIES AND ON THE VARIOUS CATEGORIES OF BENEFITS AND SERVICES FOR CHILDREN AND YOUTH. DATA ON FUNDS FOR THE FISCAL YEARS 1960, 1963, 1966, 1967, 1968, AND 1969 ARE PROVIDED. ALSO INCLUDED ARE DATA ON APPROPRIATIONS AND EXPENDITURES FOR PROGRAMS. PER CAPITA EXPENDITURES FOR CHILDREN AND YOUTH ARE ANALYZED, AND DEMOGRAPHIC AND SOCIAL FACTS ON THIS PORTION OF THE POPULATION ARE PROVIDED. STATISTICS ARE GIVEN FOR EDUCATION AND TRAINING PROGRAMS, HEALTH PROGRAMS, AND NUTRITION PROGRAMS. CURRENT SERVICES AND OBJECTIVES FOR THESE PROGRAMS ARE DESCRIBED. OTHER FEDERAL PROGRAMS ARE EXPLAINED SUCH AS CASH BENEFITS FOR CHILDREN, SOCIAL WELFARE SERVICES, EMPLOYMENT SERVICES, AND HOUSING PROGRAMS. APPENDIXES GIVE TABULAR SUMMARIES OF PROGRAM FUNDING. (DR)

ED038193 RC004202
MANPOWER EDUCATION IN THE NORTH CAROLINA APPALACHIAN REGION. JUN 68, 149P.

THE MANPOWER PROBLEM IN NORTH CAROLINA APPALACHIA, AN INADEQUATE SUPPLY OF SKILLED LABOR, IS ESSENTIALLY A PROBLEM IN PUBLIC SCHOOL EDUCATION RESULTING FROM DEFICIENCIES IN BASIC EDUCATION AND WORK PREPARATION FOR NON-COLLEGE-BOUND YOUTH. FOR THE SCHOOLS TO RESPOND EFFECTIVELY, 4 BASIC THINGS MUST HAPPEN IN PUBLIC EDUCATION: (1) PUBLIC EDUCATION MUST BE REORIENTED TO THE WORLD OF WORK AND OCCUPATIONAL PREPARATION WITH EMPHASIS ON TRADITIONAL GENERAL AND VOCATIONAL EDUCATION. (2) TEACHER EDUCATION MUST BE IMPROVED AND MORE TEACHERS PROVIDED IN THE SCHOOLS. (3) GUIDANCE EDUCATION MUST BE IMPROVED AND MORE COUNSELORS PROVIDED IN THE SCHOOLS. (4) NON-CURRICULUM CONCERNS SUCH AS FOOD, CLOTHING, MEDICAL AND DENTAL CARE, AND PSYCHOLOGICAL AND SOCIAL SERVICES MUST BE INCREASED AND EXTENDED INTO NEW AREAS. IT IS RECOMMENDED THAT A LOCAL ADVISORY COMMITTEE ON EDUCATION UNDERTAKE CONTINUING EXAMINATION OF THE SYSTEM OF PUBLIC EDUCATION IN EACH LOCAL DEVELOPMENT DISTRICT AND INSURE ORIENTATION OF PUBLIC EDUCATION TO THE WORLD OF WORK. (DK)

ED038202 RC004225
COLORADO MIGRANT EDUCATION PROGRAM. SEPTEMBER 1, 1968, THROUGH AUGUST 31, 1969. SUMMARY REPORT. JAN 70, 20P.

A 12-MONTH REPORT SUMMARIZES AND EVALUATES THE MIGRANT EDUCATION PROGRAMS IN THE STATE OF COLORADO. THE BOOKLET CONTAINS SECTIONS ON EXEMPLARY PROGRAMS, NUMBER OF CHILDREN SERVED, GRADE PLACEMENT, TEACHER-PUPIL RATIO, INTERRELATIONSHIPS WITH THE REGULAR TITLE I PROGRAM, COORDINATION WITH OTHER MIGRANT PROGRAMS, INSERVICE STAFF TRAINING, NON-PUBLIC-SCHOOL PARTICIPATION, DISSEMINATION OF MATERIALS, PARENTAL AND COMMUNITY INVOLVEMENT, PROGRAM EFFECTIVENESS, SPECIAL AREA PROGRAMS, CONSTRUCTION AND EQUIPMENT, SUPPORTIVE SERVICES, PROGRAM INTEGRATION, STAFF UTILIZATION, NEW PROGRAMS, AND PROGRAM CRITIQUES. IT IS CONCLUDED THAT IN GENERAL THE PROGRAM IS FUNCTIONING WELL, BUT IMPROVEMENTS CAN BE MADE IN SPECIFIC ASPECTS OF THE PROGRAM. STATISTICAL INFORMATION INCLUDES A BREAKDOWN OF EXPENDITURES AND STUDENT PARTICIPATION DATA FOR THE FALL OF 1968, SPRING OF 1969, AND SUMMER OF 1969. (DB)

ED038226 RC004255
THE RURAL EDUCATION IMPROVEMENT PROJECT. A COMPREHENSIVE ANNUAL REPORT. DEC 69, 24P.

THE RURAL EDUCATION IMPROVEMENT PROJECT OF THE SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS PRESENTS ITS SECOND ANNUAL REPORT RELATIVE TO A 5-YEAR RURAL EDUCATION IMPROVEMENT PROGRAM FUNDED BY THE NOYES FOUNDATION AND THE DANFORTH FOUNDATION. THE PURPOSES OF THE PROGRAM ARE REPORTED AS (1) THE IDENTIFICATION OF EFFECTIVE MEANS OF INTERRUPTING THE DEFICIT CYCLE OF THE RURAL DISADVANTAGED PUPIL, (2) THE DEMONSTRATION OF THE CHILD-FAMILY-COMMUNITY-SCHOOL INTERRELATIONSHIP, AND (3) THE IMPORTANCE OF BLENDING RESEARCH FINDINGS OF COLLEGE AND UNIVERSITY PERSONNEL WITH KNOW-HOW OF ELEMENTARY AND SECONDARY EDUCATORS. RESULTS OF THE PROJECT ARE EXAMINED FOR EACH OF THE 3 RURAL EDUCATION CENTERS (1 IN TENNESSEE, 1 IN FLORIDA, AND 1 IN GEORGIA) INVOLVED IN THE PROGRAM, AND A MASTER FINANCIAL REPORT IS PRESENTED. (BD)

ED038363 SP003754
AN EVALUATION OF THE FLINT HILLS EDUCATIONAL RESEARCH AND DEVELOPMENT ASSOCIATION. FINAL REPORT. 20 FEB 70, 108P.

AN EVALUATION OF THIS ASSOCIATION OF 13 SCHOOL DISTRICTS, FOUNDED IN 1965 TO PROVIDE A COOPERATIVE EFFORT IN SHARING SOME FEDERAL PROGRAMS SPONSORED UNDER THE NEW ELEMENTARY AND SECONDARY EDUCATION ACT, WAS CONDUCTED TO DETERMINE WHETHER THE ASSOCIATION WAS ACHIEVING ITS PRIMARY OBJECTIVE OF PROVIDING A MORE COMPREHENSIVE EDUCATION FOR THE CHILDREN OF ITS MEMBER DISTRICTS THAN COULD HAVE BEEN DONE BY THE DISTRICTS INDIVIDUALLY. EVALUATION WAS ACCOMPLISHED BY STUDYING RESULTS OF INTERVIEWS WITH SUPERINTENDENTS

ED038449 UD009865
THE QUALITY OF INEQUALITY: URBAN AND SUBURBAN PUBLIC SCHOOLS. 68, 160P.
DOCUMENT NOT AVAILABLE FROM EDRS.

THIS COLLECTION OF CONFERENCE PAPERS DEALS WITH ISSUES CONCERNING REMEDIATION OF INEQUALITY BETWEEN THE URBAN AND SUBURBAN SCHOOLS. ARTHUR MANN GIVES AN HISTORICAL ACCOUNT OF THE EFFECTS THAT PUBLIC EDUCATION HAVE HAD ON IMMIGRANT GROUPS IN THE PAST. ARTHUR WISE ARGUES THAT THE INEQUALITIES IN URBAN EDUCATION ARE UNCONSTITUTIONAL AND CITES FOUR SETS OF SUPREME COURT CASES IN SUPPORT. PHILLIP KURLAND'S PAPER PREDICTS THAT THE COURT WILL TACKLE THE PROBLEM SOON, BUT OPPOSES INTERVENTION, AS COURT EDICTS ARE SEEN BY HIM TO BE UNENFORCEABLE

ED038462 UD009927
PROJECT PROFILES, ESEA TITLE III. 68, 21P.

THIS REPORT IS COMPRISED OF A SERIES OF PROGRAM DESCRIPTIONS RELATING TO THE ACTIVITIES OF A RESEARCH EXPERIMENTAL CENTER, A MATHEMATICS COMPUTER CENTER, A WILDLIFE STUDY CENTER, A SOCIAL STUDIES LABORATORY PROJECT, AND A CENTER FOR PROVIDING MANAGEMENT, PLANNING, DEVELOPMENTAL, AND DISSEMINATION ASSISTANCE. SEVERAL PROJECTS FOCUSED ON REVISING THE CURRICULUM IN THE AREAS OF SOCIAL STUDIES, LANGUAGE ARTS INSTRUCTION IN THE ELEMENTARY SCHOOLS, FINE ARTS IN RURAL SCHOOLS, CULTURAL ENRICHMENT, AND INDIVIDUALIZED INSTRUCTION. ONE PROJECT AIMED TO ACQUAINT EDUCATORS WITH THE POSSIBLE USES OF TELEVISION AND ANOTHER WORKSHOP INSTRUCTED TEACHERS IN THE USE OF TELEVISION, FILMS, AND OTHER AUDIO-VISUAL AIDS. RESEARCH INTO RECENT EDUCATIONAL INNOVATIONS SHAPED OTHER PROJECTS. EXPERIMENTS IN "TEAM TEACHING" AND "NON-GRADED" GLASSES ARE ALSO DESCRIBED. (KG)

ED038482 UD010179
THE URBAN EDUCATION PROGRAM, 1968-69: A REPORT OF PROGRAM ACTIVITY SUBMITTED TO THE NEW YORK STATE LEGISLATURE. 15 DEC 69, 70P.

THE MAJOR THRUST OF THIS PROGRAM WAS THE ESTABLISHMENT OF QUALITY INCENTIVE GRANTS FOR URBAN SCHOOL DISTRICTS WITH A HIGH CONCENTRATION OF DISADVANTAGED YOUTH QUALIFYING UNDER THE PROVISIONS OF ESEA TITLE I. TWO NEW UNITS, THE OFFICE OF URBAN EDUCATION AND THE BUREAU OF URBAN PROGRAMS EVALUATION, WERE ESTABLISHED WITHIN THE STATE DEPARTMENT OF EDUCATION TO SUPERVISE THE MONITORING OF PROJECT OPERATION AND THE EVALUATION OF PROJECT EFFECTIVENESS. IN THE 1968-69 FISCAL YEAR, DESPITE THE DIFFICULTIES ENCOUNTERED RELATING TO LATENESS OF FUNDING ALLOCATIONS, PROBLEMS CENTERED AROUND THE MEMBERSHIP OF THE COMMUNITY ADVISORY BOARDS, AND THE TEACHER STRIKE IN THE CASE OF NEW YORK CITY, THE QUALITY INCENTIVE PROJECTS ADMINISTERED BY CENTRAL BOARD AUTHORITIES WERE SUCCESSFULLY IMPLEMENTED. SOME OF THE RECOMMENDATIONS SUGGESTED ARE: (1) THAT COMMITMENTS FOR FUNDING SHOULD BE MADE AT LEAST A YEAR IN

ADVANCE OF THE ANTICIPATED INITIATION OF PROJECT OPERATIONS

ED038486 UD010205
PROGRAMS FOR PROGRESS: REACHING THE DISADVANTAGED. [70], 57P.

THIS COMPILATION IS A CATALOG OF COMPENSATORY EDUCATION PROGRAMS BEING CONDUCTED IN NEW YORK STATE SCHOOLS WITH STATE, FEDERAL, AND LOCAL FUNDS.

ED038512 VT010604
PROGRAM, PLANNING, BUDGETING SYSTEMS FOR EDUCATORS. VOLUME IV: A RESEARCH BIBLIOGRAPHY. FINAL REPORT. MAR 70, 117P.

THE PROGRAM PLANNING BUDGETING SYSTEMS (PPBS) APPROACH TO DECISION-MAKING HAS BEEN ADOPTED BY GOVERNMENT AGENCIES AND MANY COLLEGES, UNIVERSITIES AND LOCAL SCHOOL SYSTEMS. AS A RESULT, THE QUANTITY OF LITERATURE HAS INCREASED PHENOMENALLY. THIS BIBLIOGRAPHY IS INTENDED TO ASSIST STUDENTS, RESEARCHERS, AND PRACTITIONERS IN IDENTIFYING REFERENCES IN SPECIFIC AREAS OF PPBS. A TOTAL OF 1,051 CITATIONS, RANGING IN DATE FROM 1936 TO 1969 BUT EMPHASIZING THE 1963 TO 1969 PERIOD, PRESENT SOURCES IN CATEGORIES OF SYSTEMS THEORY, PLANNING AND CONTROL SYSTEMS, PLANNING PROCESS, PROGRAM BUDGETING, PROGRAMING AND MANAGEMENT CONTROL, INVESTMENT ALTERNATIVES, ANALYSIS OF ALTERNATIVES, EDUCATION AND ECONOMICS, BASIC DATA FOR PPBS, STATISTICAL ANALYSIS IN PPBS, LIMITATIONS OF PPBS, AND BIBLIOGRAPHIES. ENTRIES ARE ARRANGED ALPHABETICALLY ACCORDING TO AUTHOR, AND EACH OF THE ABOVE CATEGORIES IS SUBDIVIDED INTO EDUCATIONAL AND GENERAL CATEGORIES. AN AUTHOR INDEX IS INCLUDED. VOLUMES I THROUGH III ARE AVAILABLE AS ED 032 417, ED 032 418, AND ED 035 756 RESPECTIVELY. (CH)

ED038547 AA000532
GUIDANCE IN AN URBAN SETTING. ERIC-IRCD URBAN DISADVANTAGED SERIES, NUMBER 15. JUN 70, 16P.

THIS PAPER DESCRIBES AND CATEGORIZES THE CHARACTERISTICS OF DISADVANTAGED URBAN CHILDREN WITH BEHAVIOR DISORDERS WHICH MAY HAVE SOME DELETERIOUS EFFECT ON THEIR LEARNING, AND DISCUSSES THE SEVERAL KINDS OF ACTIVITIES WHICH A COMPREHENSIVE PROGRAM OF GUIDANCE FOR SUCH CHILDREN WOULD ENTAIL FOR A SPECIALIST IN GUIDANCE SERVICES.

ED038739 EA002786
DEVELOPMENT OF A MEASURE OF EDUCATIONAL NEED AND ITS USE IN A STATE SCHOOL SUPPORT FORMULA. REPORT ON STUDY OF THE NEW YORK STATE SCHOOL SUPPORT FORMULA. GARMS, WALTER I.; SMITH, MARK C., JUN 69, 92P.

THIS STUDY CONCERNS THE DEVELOPMENT OF A MEASURE OF EDUCATIONAL NEED AND ITS USE IN A STATE SCHOOL SUPPORT FORMULA IN NEW YORK. THE STUDY ASSUMES THAT PUBLIC SCHOOLS SHOULD OPERATE POSITIVELY TO FURTHER EQUALITY OF OPPORTUNITY AND THAT SCHOOLS ARE ABLE TO AFFECT ACHIEVEMENT LEVELS AND RATES OF LEARNING. THE PRESENT STATE-AID FORMULA IS NOT SUFFICIENT BECAUSE IT RECOGNIZES DIFFERENCES IN FISCAL NEED BUT NOT IN EDUCATIONAL NEED. NOTING THAT EDUCATIONAL COSTS FOR CHILDREN WITH SPECIAL NEEDS ARE RELATIVELY HIGH COMPARED WITH COSTS FOR NORMAL CHILDREN, THE PRESENT FORMULA DISCRIMINATES AGAINST DISTRICTS HAVING A HIGH PROPORTION OF SPECIAL PROBLEM STUDENTS. THE RESEARCH IN THIS STUDY, BASED ON A SAMPLE OF 45 SCHOOL DISTRICTS, SUGGESTS USING THE FOLLOWING VARIABLES: (1) THE RATIO OF NEGRO AND PUERTO RICAN STUDENTS IN THE SCHOOL, (2) THE PERCENTAGE OF CHILDREN FROM BROKEN HOMES, (3) THE AVERAGE NUMBER OF DIFFERENT SCHOOLS THE STUDENTS HAVE ATTENDED IN THE PAST 3 YEARS, AND (4) THE AVERAGE NUMBER OF YEARS OF SCHOOLING THE PARENTS HAVE COMPLETED. THESE MEASURES PREDICT 71

ED038741 EA002813
PPBS AND DATA-BASED EDUCATIONAL PLANNING. EIDELL, TERRY L.; NAGLE, JOHN M., MAR 70, 63P.

THIS DOCUMENT REPORTS THE CENTER'S CURRENT THINKING ABOUT PPBS AND DATA-BASED EDUCATIONAL PLANNING. IN THE INTRODUCTION, PPBS IS DEFINED, THE USUAL CONCEPTUALIZATION OF PPBS IS OUTLINED, CURRENT PRESSURE TO ADOPT PPBS IN PUBLIC EDUCATION IS DISCUSSED, AND CURRENT EFFORTS AT SUCH IMPLEMENTATION ARE REVIEWED. THE SECOND PART DEALS WITH BASIC CONCEPTS OF A SYSTEMS MODEL AND PROVIDES A DETAILED EXPLICATION OF THREE INTERRELATED MODELS. THE THIRD PART RELATES THESE THREE SYSTEMS MODELS TO PPBS, REFINES THE ORIGINAL CONCEPTUALIZATION, AND PROVIDES A FRAMEWORK THAT IS USED IN THE FOURTH PART TO DISCUSS POSSIBLE INNOVATION STRATEGIES FOR IMPLEMENTING PPBS. (DE)

ED038742 EA002821
PROGRAM BUDGETING. DEC 68, 57P.

LITERATURE ON PROGRAM BUDGETING IS SYNTHESIZED. PROGRAM BUDGETING HAS PROGRESSED CONSIDERABLY IN DEVELOPMENT AND USE, BUT ONLY RECENTLY HAS IT BEEN USED BY THE PUBLIC SCHOOLS. PROGRAM BUDGETING IS PRACTICED DIFFERENTLY, DEPENDING ON THE MISSION OF AN ORGANIZATION OR SCHOOL DISTRICT. WITH REGARD TO SCHOOLS, LITERATURE ON THE SUBJECT IS MAINLY LIMITED TO THE ACTUAL WORKING BUDGET AND ITS REPORTING DOCUMENTS, WHICH PROVIDE THE MOST CURRENT INFORMATION. HOWEVER, WRITINGS BY PROGRAM BUDGETING AUTHORITIES IN OTHER FIELDS HAVE GENERAL APPLICATION FOR SCHOOLS. IN INDUSTRY, PROGRAM BUDGETING ESSENTIALLY IS COMPREHENSIVE LONG-RANGE PLANNING, WHICH IS RELATED TO DEPARTMENTAL PLANS. COST-BENEFIT ANALYSIS IS USED TO ANALYZE THE INVESTMENT RETURNS ON EXPENDITURE CHOICES. WHEN APPLIED TO TRADITIONAL BUDGETING IN THE SCHOOLS, PROGRAM BUDGETING FOCUSES ON END-PRODUCT ACTIVITIES BASED ON EXPENDITURE CHOICES. THIS METHOD INVOLVES LONG-RANGE PLANNING RATHER THAN THE EXAMINATION OF MINUTE OBJECT-OF-EXPENDITURE DETAILS. A 126-ENTRY BIBLIOGRAPHY IS APPENDED. (AUTHOR/DE)

ED038743 EA002822
BRAINSTORM APR 68, 56P.
HC NOT AVAILABLE FROM EDRS.

THIS REPORT IS ONE IN A SERIES OF NEEDS ASSESSMENT PUBLICATIONS THAT COMPRISE THE INITIAL PHASE FOR PROJECT DESIGN, AN ESEA TITLE III PROJECT ADMINISTERED BY THE FRESNO CITY UNIFIED SCHOOL DISTRICT. SUBPROGRAM BRAINSTORM WAS CONCEIVED TO PROVIDE AN OPPORTUNITY FOR ALL STAFF MEMBERS OF THE FRESNO CITY SCHOOLS TO CONTRIBUTE DIRECTLY TO VARIOUS PHASES OF THE PROJECT. THE BRAINSTORM PROGRAM WAS GEARED TO IDENTIFY AREAS IN WHICH CURRENT EDUCATIONAL PROGRAMS AND SERVICES FAIL TO MEET PERCEIVED STANDARDS OF QUALITY OR OPTIMUM EDUCATION. A TRAINING SESSION WAS HELD FOR 43 TEACHERS RECOGNIZED AS EFFECTIVE GROUP DISCUSSION LEADERS. EACH THEN CONDUCTED A MINIMUM OF THREE BRAINSTORM SESSIONS. A TOTAL OF 166 SESSIONS WERE ORGANIZED THROUGH THE DISTRICT TO REDUCE TRAVELING TO A MINIMUM. REPORTS WERE FORWARDED IMMEDIATELY AFTER EACH SESSION. DATA WERE CLASSIFIED UNDER SIX MAJOR GROUPS OF NEEDS: (1) PERSONNEL, (2) STUDENTS--GENERAL, (3) STUDENTS--SPECIFIC GROUPS, (4) MANAGEMENT, (5) PLANT, AND (6) RELATIONSHIPS. A FREQUENCY DISTRIBUTION WAS ARRANGED. NO ATTEMPT WAS MADE TO ESTABLISH PRIORITIES AMONG THE STATED NEEDS. (DE)

ED038744 EA002823
SPEAK-UP MAY 68, 57P.
HC NOT AVAILABLE FROM EDRS.

AS ONE OF A SERIES OF REPORTS ON THE NEEDS ASSESSMENT ACTIVITIES OF PROJECT DESIGN, FUNDED BY ESEA TITLE III, THIS DOCUMENT CONTAINS THE FINDINGS OF RESEARCH DESIGNED TO INVOLVE A CROSS-SECTION OF FRESNO, CALIFORNIA CITIZENS IN EDUCATIONAL PLANNING AND TO IDENTIFY EDUCATIONAL NEEDS PERCEIVED BY THE "GRASSROOTS" OF THAT COMMUNITY. THE FINDINGS, GATHERED FROM REPORTS OF SMALL-GROUP DISCUSSION SESSIONS, EACH WITH AN AVERAGE OF SEVEN PARTICIPANTS, ARE SPECIFIED BY FREQUENCY OF RESPONSE IN THE FOLLOWING MAJOR CATEGORIES: (1) EDUCATIONAL ACTIVITIES REQUIRING MORE OR LESS EMPHASIS, (2) MAJOR EDUCATIONAL PROBLEMS, (3) LOCUS OF RESPONSIBILITY FOR TEACHING MORAL AND ETHICAL VALUES, (4) EDUCATION FOR JOB OR CAREER SKILLS, (5) STUDENT GUIDANCE-COUNSELING PROGRAMS, (6) MINORITY GROUP AND ADULT EDUCATION, (7) STUDENT ACTIVITY PROGRAMS, (8) SCHOOL-COMMUNITY RELATIONSHIP, (9) STRENGTHS AND WEAKNESSES OF THE EDUCATIONAL SYSTEM, AND (10) GENERAL CONCERNS. THE APPENDIX CONTAINS COPIES OF INSTRUCTIONS GIVEN TO DISCUSSION LEADERS AND THREE TYPICAL SUMMARY REPORTS OF DISCUSSIONS. A RELATED DOCUMENT IS EA 002 824. (JH)

ED038748 EA002827
PROBLEMS PERCEIVED BY EDUCATIONAL LEADERSHIP: PROJECT DESIGN, INTERAGENCY PLANNING FOR URBAN EDUCATIONAL NEEDS, NUMBER 6. AUG 68, 31P.
HC NOT AVAILABLE FROM EDRS.

THIS REPORT IS ONE IN A SERIES OF NEEDS ASSESSMENT PUBLICATIONS THAT COMPRISE THE INITIAL PHASE FOR PROJECT DESIGN, AN ESEA TITLE III PROJECT ADMINISTERED BY THE FRESNO CITY UNIFIED SCHOOL DISTRICT. THIS REPORT SUMMARIZES EDUCATIONAL PROBLEMS OF FRESNO AS THEY WERE PERCEIVED BY DISTRICT EDUCATIONAL LEADERS. ONE RESEARCHER INTERVIEWED FIVE MEMBERS OF THE BOARD OF EDUCATION, 28 DISTRICT ADMINISTRATORS, AND FOUR LEADERS OF TEACHER ORGANIZATIONS. EACH WAS ASKED, "WHAT DO YOU FEEL ARE THE MAJOR PROBLEMS, CONCERNS OR NEEDS OF OUR SCHOOL DISTRICT?" EACH WAS LIMITED TO 15 RESPONSES. RESPONSES WERE ARRANGED IN A TABLE, UNDER LEARNER NEED, FUNCTIONAL NEED, OR SOLUTION, AND ALSO INTO MAJOR CATEGORIES, INCLUDING OBJECTIVES, PERSONNEL, PLANT AND FACILITIES, COMMUNICATIONS, SOCIAL RELATIONSHIPS, FINANCE, AND PROGRAM. THESE SEVEN MAJOR CATEGORIES WERE BROKEN DOWN TO YIELD 31 VERTICAL CATEGORIES. THE REPORT PROVIDES ALL RESPONSES, A FREQUENCY DISTRIBUTION OF STATED NEEDS, ANALYSIS, SUMMARY, AND CONCLUSIONS. (DE)

ED038753 EA002832
FOREIGN LANGUAGE: PROJECT DESIGN. EDUCATIONAL NEEDS, FRESNO, 1968, NUMBER 14. DUFORT, MARY; PEINADO, BRUNO, JR., 68, 30P.
HC NOT AVAILABLE FROM EDRS.

PROJECT DESIGN, FUNDED UNDER ESEA TITLE III, APPROACHED THE TASK OF ESTABLISHING LEARNER NEEDS IN FOREIGN LANGUAGES BY DETERMINING THE DIFFERENCES BETWEEN PRESENT STUDENT PERFORMANCE AND STANDARD OR NORMAL DEVELOPMENT OF SKILLS. INFORMATION FOR THE STUDY WAS BASED ON SCHOOL VISITS AND PERSONAL INTERVIEWS WITH SCHOOL ADMINISTRATORS AND TEACHERS. IN ADDITION, DISTRICT DOCUMENTS AND CURRENT LITERATURE ON FOREIGN LANGUAGES WERE CONSULTED. MAJOR EDUCATIONAL NEEDS REGARDING FOREIGN LANGUAGES FOR THE FRESNO CITY UNIFIED SCHOOL DISTRICT ARE SEEN AS INCLUDING: (1) THE RECONSTRUCTION OF A HEALTHY WORKING RELATIONSHIP BETWEEN TEACHERS AND ADMINISTRATIVE PERSONNEL, (2) A CONTINUOUS, SEQUENTIAL COURSE OF STUDY FOR EACH LANGUAGE OFFERED, AND (3) REDEFINI-

TION OF THE ROLES OF THOSE PERSONS AND/OR GROUPS IN THE DISTRICT WHO ARE CONCERNED WITH THE FOREIGN LANGUAGE PROGRAM. (MF)

ED038768 EA002847
SUMMARY FRESNO EDUCATIONAL NEEDS ASSESSMENT: PROJECT DESIGN. INTERAGENCY PLANNING FOR URBAN EDUCATIONAL NEEDS, NUMBER 30. 19 AUG 68, 9P.
HC NOT AVAILABLE FROM EDRS.

THIS DOCUMENT SUMMARIZES THE MAJOR CONCLUSIONS OF 28 REPORTS PREPARED BY PROJECT DESIGN, FUNDED UNDER ESEA TITLE III, TO ASSESS THE EDUCATIONAL NEEDS OF FRESNO, CALIFORNIA. HIGHLIGHTS OF THE REPORTS ARE BRIEFLY PRESENTED IN THE FOLLOWING CATEGORIES: ETHNIC MINORITY NEEDS, COMMUNICATION PROBLEMS, CLARIFICATION OF EDUCATIONAL OBJECTIVES, STAFFING, EVALUATION, INSERVICE TRAINING, CURRICULUM, INSTRUCTIONAL METHODOLOGY, VOCATIONAL EDUCATION, ADULT EDUCATION, GUIDANCE-COUNSELING, AND FINANCE AND FACILITIES. A RELATED DOCUMENT IS EA 002 846. (JH)

ED038770 EA002849
MISSION OBJECTIVES: PROJECT DESIGN. FRESNO, NUMBER 32. JAN 69, 164P.
HC NOT AVAILABLE FROM EDRS.

THIS DOCUMENT SUMMARIZES A RELATED SET OF EDUCATIONAL OBJECTIVES AND PERFORMANCE REQUIREMENTS FOR FRESNO, CALIFORNIA, DEVELOPED BY PROJECT DESIGN, A PROGRAM FUNDED UNDER ESEA TITLE III. IN THE FIRST SECTION, TENTATIVE NEEDS IDENTIFIED BY PROJECT PARTICIPANTS AND LISTED IN CONCLUSIONS FROM NEEDS ASSESSMENT PUBLICATIONS
UNDER
IES.

ED038771 EA002850
SCHOOL ORGANIZATION PATTERNS: THE EDUCATIONAL PARK BOOTH, WILLIAM, COMP.; AND OTHERS, JUN 69, 40P.
HC NOT AVAILABLE FROM EDRS.

THIS STUDY CONSIDERS USE OF THE "EDUCATIONAL PARK" AND "MIDDLE SCHOOL" CONCEPTS IN FRESNO, CALIFORNIA. IT IS PART OF PHASE II OF PROJECT DESIGN, AN ESEA TITLE III PROJECT ADMINISTERED BY THE FRESNO CITY UNIFIED SCHOOL DISTRICT. THE EDUCATIONAL PARK REMAINS LARGELY THEORETICAL

ED038776 EA002855
CONFIGURATIONS: DESIGN FOR THE FUTURE: PROJECT DESIGN. EDUCATIONAL MASTER PLAN, FRESNO, 1969, VOLUME B. 69, 185P.
HC NOT AVAILABLE FROM EDRS.

THIS SECOND VOLUME OF THE FRESNO EDUCATIONAL MASTER PLAN DESCRIBES SEVEN MAJOR FACTORS IDENTIFIED DURING THE DEVELOPMENT OF PROJECT DESIGN AND CONSIDERED CRUCIAL TO EFFECTIVE EDUCATIONAL PLANNING FOR THE FUTURE IN FRESNO, CALIFORNIA.

ED038783 EC005159
CHILDREN'S ASSESSMENT PLACEMENT INSTRUCTION CENTER: EVALUATION OF FEDERAL GRANT FOR PILOT ACTIVITIES AND OPERATION OF PROGRAM UNDER P.L. 89-10, TITLE III ESEA. [69], 74P.

THE PROJECT OF CHILDREN'S ASSESSMENT PLACEMENT INSTRUCTION CENTER (CAPIC) IS DESCRIBED AS A MULTI-DISCIPLINARY APPROACH TO THE STUDY OF CHILDREN WITH DEVELOPMENTAL AND LEARNING DISORDERS BEGINNING WITH PILOT UNITS AND EVENTUALLY DEVELOPING A CENTER FOR ASSESSMENT AND CLINICAL TEACHING PRIOR TO PLACEMENT. THE EVALUATION OF ACTIVITIES INCLUDES THE FOLLOWING INFORMATION: OBJECTIVES AND RATIONALE, DESCRIPTIONS OF PROGRAMS AT SPECIFIC SCHOOLS, ADMINISTRATIVE DUTIES, AN EXPLANATION OF THE SOCIAL WORK POSITION, THE ROLE OF THE SCHOOL PSYCHOLOGIST, A DESCRIPTION OF RESOURCE CENTER OPERATIONS, A REQUEST FOR FURTHER FUNDING, A PLAN FOR DEVELOPMENT OF PUPIL PERSONNEL REGIONAL CENTERS, A PROGRAM OF CAPIC TEACHER ORIENTATION, EVALUATION AND ADMISSION FORMS USED IN THE PROJECT, AND CAPIC INTAKE, PLACEMENT, AND TERMINATION PROCEDURES FOR FIRST GRADE CHILDREN. ALSO INCLUDED IS A RESEARCH REPORT OF AN EXPERIMENT CONDUCTED TO ANALYZE THE PROGRESS OF CAPIC PARTICIPANTS. (RD)

ED038803 EC005490
COMMUNITY SCHOOL SERVICES - A DEMONSTRATION. [67], 68P.

A DEMONSTRATION PROJECT WAS PROPOSED TO PROVIDE COMMUNITY SCHOOL SERVICES IN SIX SCHOOL DISTRICTS IN A PREDOMINANTLY RURAL AREA. COOPERATIVE PLANNING AND SHARING OF RESOURCES WERE EMPHASIZED TO UTILIZE SCHOOL FACILITIES DURING PERIODS WHEN SCHOOLS WERE NOT REGULARLY IN SESSION.

ED038804 EC005491
REGION VII SPECIAL EDUCATION SERVICES CENTER 69, 251P.

A SPECIAL EDUCATION SERVICE CENTER WAS PROPOSED, TO BE LOCATED AT A CHILDREN'S CLINIC AND TO PROVIDE MOBILE ON SITE SERVICES TO SCHOOL DISTRICTS IN AN EIGHT COUNTY AREA.

ED038870 EM007974
COST-EFFECTIVENESS ANALYSIS FOR EDUCATIONAL PLANNING. CARPENTER, MARGARET B.; HAGGART, SUE A., MAR 70, 15P.
DOCUMENT NOT AVAILABLE FROM EDRS.

COST-EFFECTIVENESS IS BOTH A POWERFUL AND AN OFTEN MISUSED TECHNIQUE FOR ANALYSIS. IN ORDER TO HELP THE EDUCATIONAL PLANNER WITH HIS PROBLEMS IN ACHIEVING A MORE EFFECTIVE USE OF EDUCATIONAL RESOURCES, THIS PAPER PROPOSED A METHOD OF ANALYSIS WHICH IS CALLED RESOURCE EFFECTIVENESS. IN ORDER FOR A PROGRAM TO BE EVALUATED PROPERLY, BOTH THE RESOURCE-ORIENTED AND EFFECTIVENESS-ORIENTED PROBLEMS MUST BE CONSIDERED. IF BOTH THESE FACTORS ARE CORRECTLY EVALUATED AND THE STRUCTURE OF THE SYSTEM IS CONSIDERED, THE RESULT WILL BE AN ESTIMATED MEASURE OF RESOURCE REQUIREMENTS, COSTS, AND RANKED ASPECTS OF EFFECTIVENESS PROJECTED OVER THE TIME PERIOD OF INTEREST FOR EACH PROGRAM AND FOR ALTERNATIVE FUTURES. (JY)

ED038877 FL000175
FOREIGN LANGUAGE OFFERINGS AND ENROLLMENTS IN PUBLIC SECONDARY SCHOOLS, FALL 1958. 8 AUG 60, 24P.
HC NOT AVAILABLE FROM EDRS.

THIS REPORT PRESENTS 11 STATISTICAL TABLES CLASSIFYING DATA COLLECTED IN 1958 ON FOREIGN LANGUAGE OFFERINGS AND ENROLLMENTS IN THE HIGH SCHOOLS OF THE UNITED STATES OF AMERICA, GRADES 9-12. COMPARISONS WITH A SIMILAR STUDY CONDUCTED IN 1954 ARE MADE BY PERCENT AND STATE RANK. THIS SURVEY TREATS: (1) TOTAL FOREIGN LANGUAGE ENROLLMENTS, (2) ENROLLMENT DROP AFTER SECOND YEAR, (3) HIGH SCHOOL OFFERINGS IN FOREIGN LANGUAGES, AND (4) ENROLLMENT IN LATIN, FRENCH, GERMAN, ITALIAN, RUSSIAN, AND SPANISH 1-4. A SUMMARY TABLE IS INCLUDED. (RL)

ED038878 FL000216
FOREIGN LANGUAGE OFFERINGS AND ENROLLMENTS IN PUBLIC SECONDARY SCHOOLS, FALL 1960. SEP 62, 21P.

THIRTEEN STATISTICAL TABLES PRESENT INFORMATION ON FOREIGN LANGUAGE OFFERINGS AND ENROLLMENTS IN THE UNITED STATES OF AMERICA AND INCLUDE: (1) TOTAL FOREIGN LANGUAGE ENROLLMENTS, (2) CONTINUITY OF STUDY TRENDS, (3) HIGH SCHOOL OFFERINGS (PERCENT OFFERING FOREIGN LANGUAGES AND STATE RANK), (4) ENROLLMENTS IN LATIN, FRENCH, GERMAN, ITALIAN, RUSSIAN, SPANISH, AND OTHER LANGUAGES (COURSES 1-4), (5) GEOGRAPHICAL DISTRIBUTION, AND (6) FOREIGN LANGUAGE ENROLLMENTS IN SECONDARY SCHOOL, GRADES 7-8. INTRODUCTORY REMARKS AND ANALYSES OF TABLES ACCOMPANY THE SURVEY RESULTS. (RL)

ED038925 HE001479
THE PROS AND CONS OF EXISTING FORMULA FINANCING SYSTEMS AND A SUGGESTED NEW APPROACH. VAN WIJK, ALFONS P.; LEVINE, JACK B., 18 NOV 69, 31P.

BECAUSE THE COLLEGES OF APPLIED ARTS AND TECHNOLOGY (CAATS) OF ONTARIO ARE LARGELY DEPENDENT ON THE ONTARIO GOVERNMENT FOR FINANCIAL SUPPORT, IT IS IMPORTANT TO JUSTIFY THEIR LEVEL OF EXPENDITURE, AND PROVE THAT ALLOTTED PUBLIC FUNDS ARE EFFECTIVELY AND EFFICIENTLY MANAGED. AFTER A BRIEF DISCUSSION OF THE EXISTING RESOURCE ALLOCATION PROCESS IN ONTARIO, THIS PAPER EXPLORES VARIOUS FORMULA FINANCING SYSTEMS. COST PLANS USED BY VARIOUS STATES IN THE UNITED STATES FOR FINANCING HIGHER EDUCATION ARE EXAMINED IN DETAIL. TRADITIONALLY, PER STUDENT PROGRAM COSTS ARE ARRIVED AT THROUGH AN ITEMIZED EXAMINATION OF THE BUDGET OR FINANCIAL STATEMENT OF THE PARTICULAR COLLEGE. THE FINANCING FORMULA SYSTEM PROPOSED FOR CAATS IS BASED ON AN ANALYTICAL PROCESS THAT FOCUSES PRIMARILY ON SUCH VARIABLES AS TEACHING METHODS, ADMINISTRATIVE POLICIES, AND INSTITUTIONAL CHARACTERISTICS. THE BASIC PURPOSE OF THE STUDY IS TO DEVELOP OBJECTIVE INFORMATION REGARDING THE COST OF A RANGE OF REASONABLE PROGRAM ALTERNATIVES IN DIFFERENT INSTITUTIONS. (AF)

ED039007 LI001934
ANYLTS' COST PROJECTIONS AND SUGGESTED PHASE-IN SCHEDULES 3 DEC 69, 46P.

THIS REPORT, ALONG WITH THE SEPARATE REPORT BY DRAKE SHEAHAN/STEWART DOUGALL CONSULTANTS ENTITLED: "BOOK PROCESSING FACILITY DESIGN" AVAILABLE AS LI 001 919, SHOULD CLEAR UP TWO UNFOUNDED ASSUMPTIONS THAT (1) THE ACTUAL PROCESSING OF 2,500,000 VOLUMES CANNOT BE DONE AT ONE LOCATION AND (2) THE PRINTING TIMES REQUIRED ARE TOO UNREALISTIC TO BE HANDLED ON THE COMPUTER PERIPHERAL EQUIPMENT. THE DRAKE SHEAHAN/STEWART DOUGALL REPORT INDICATES THAT 2,500,000 VOLUMES CAN BE PROCESSED MORE EFFICIENTLY IN ONE LOCATION THAN IS NOW BEING DONE IN 19 DIFFERENT LOCATIONS OR THAN COULD BE DONE IN 6 DIFFERENT LOCATIONS. COST PROJECTIONS IN THIS DOCUMENT ARE BASED ON DATA IN THAT REPORT. ESTIMATES OF COMPUTER PRINT-TIMES INDICATE THAT ALL THE REPORTS WHICH MUST BE HANDLED, AS WELL AS ALL THE CARDS WHICH MUST BE PRODUCED, ARE WELL WITHIN THE CAPABILITY OF THE EQUIPMENT CONTEMPLATED. THE ASSUMPTIONS AND METHODOLOGY USED TO PROJECT UNIT COSTS ARE INCLUDED. (NH)

ED039020 PS002866
ESTABLISHING TOKEN PROGRAMS IN SCHOOLS: ISSUES AND PROBLEMS. 31 AUG 69, 10P.

THIS PAPER SEEKS TO ANSWER SOME OF THE QUESTIONS ASKED BY TEACHERS AND PRINCIPALS WHEN A PROPOSAL FOR A TOKEN REINFORCEMENT SYSTEM IS INTRODUCED AT A PUBLIC SCHOOL. THE QUESTION OF COST SHOULD NOT BE A DETERRENT, SINCE A WELL-PLANNED TOKEN SYSTEM PUTS LITTLE FINANCIAL STRAIN ON A SCHOOL, AND THE TRANSITION FROM TOKENS TO SOCIAL REINFORCERS CAN TAKE PLACE WITHIN 3 TO 4 MONTHS WITHOUT LOSS OF APPROPRIATE BEHAVIOR. AT PRESENT, TOKEN SYSTEMS SHOULD BE UNDERTAKEN ON A PILOT STUDY BASIS IN ORDER TO GENERATE PROGRESS AND EVALUATION DATA ON THE CHILDREN INVOLVED. NECESSARY CONSULTATION TIME IS NOT EXCESSIVE WHEN COMPARED TO THERAPIST HOURS SPENT IN TRADITIONAL THERAPEUTIC CENTERS. TEACHERS NEED NOT WORRY ABOUT THE AMOUNT

OF TIME SPENT IN THE ACTUAL DISPENSING OF TOKENS IN THE CLASSROOM, BECAUSE THE SMALL AMOUNT OF TIME IT TAKES IS MORE THAN MADE UP FOR BY TIME SAVED CORRECTING INAPPROPRIATE BEHAVIORS. A TOKEN REINFORCEMENT PROGRAM CAN IMPROVE CLASSROOM BEHAVIORS BUT CAN ONLY ENHANCE ACADEMIC BEHAVIOR WHEN ACADEMIC MATERIALS ARE ADEQUATELY PRESENTED. BOLSTERING THE STUDENTS' CONFIDENCE, INVOLVING THE PARENTS, AND PROVIDING REINFORCEMENT FOR TEACHERS AND ADMINISTRATORS ARE ALSO IMPORTANT ELEMENTS IN THE SUCCESS OF A TOKEN PROGRAM. RECOMMENDATIONS ARE GIVEN FOR THE ESTABLISHMENT OF AN EFFECTIVE TOKEN SYSTEM. (MH)

ED039024 PS002910
THE KINDERGARTEN, A PLACE FOR LEARNING. BULLETIN TWO: OPERATIONAL GUIDELINES FOR ADMINISTRATORS. 69, 19P.

THIS BULLETIN (SECOND IN A SERIES OF THREE) PROVIDES CURRENT INFORMATION AND BASIC GUIDELINES FOR THE ESTABLISHMENT OR CONTINUATION OF KINDERGARTEN PROGRAMS. THE BULLETIN DISCUSSES PRE-6-YEAR-OLD PROGRAMS IN THEIR HISTORICAL PERSPECTIVE AND INCLUDES A SECTION ON THE CURRENT STATUS OF RESEARCH. THE LEGAL BASIS FOR KINDERGARTENS IS ALSO INVESTIGATED. TERMS SUCH AS EARLY CHILDHOOD EDUCATION, NURSERY SCHOOL, KINDERGARTEN, AND PRIMARY SCHOOL ARE LEGALLY DEFINED. FIVE GUIDELINES ARE GIVEN CONCERNING MANDATORY KINDERGARTENS, LENGTH OF SCHOOL YEAR, DEFINITION OF SCHOOL DAY, ELIGIBILITY FOR KINDERGARTEN ATTENDANCE, AND CONTROL OF COMMUNICABLE DISEASES. ANOTHER 10 GUIDELINES GOVERN OPERATION OF THE PROGRAM. THESE GUIDELINES RELATE TO COMMUNITY RESOURCES, PUPILS' SELF-CONCEPT, PUPIL-TEACHER RATION, STAFF SIZE, DAILY SCHEDULE, CURRICULUM, AND THE FIRST STEPS IN ESTABLISHMENT. INTER-RELATIONS, INTERACTION, AND INVOLVEMENT WITH TEACHERS, AUXILIARY PERSONNEL, PARENTS, ADMINISTRATORS, AND THE STATE DEPARTMENT OF EDUCATION ARE EXAMINED IN THE FINAL BULLETIN SECTION. (MH)

ED039026 PS002913
THE KINDERGARTEN, A PLACE FOR LEARNING. BULLETIN ONE: MATERIALS AND EQUIPMENT FOR THE FOURS AND FIVES. 69, 16P.

THIS BULLETIN, THE FIRST OF A SERIES, CONSIDERS THE IMPORTANCE OF A PHYSICAL ENVIRONMENT PLANNED ESPECIALLY FOR KINDERGARTEN CHILDREN. THE CREATIVE USE OF SPACE WITHIN THE CLASSROOM AND OUTDOORS IS DISCUSSED. SUGGESTIONS ARE GIVEN FOR FURNISHING INTEREST CENTERS SUCH AS A HOUSEKEEPING AREA, A SCIENCE COUNTER, AND A PAINTING AREA. GUIDELINES FOR SELECTING EQUIPMENT LIST SPECIFIC MATERIALS NEEDED FOR ACADEMIC ACTIVITIES, WATER AND SAND PLAY, AND SCIENCE EXPERIENCES. OUTDOOR EQUIPMENT, AUDIOVISUAL AIDS, AND STANDARD CLASSROOM MATERIALS ARE CONSIDERED. A BIBLIOGRAPHY OF ESSENTIAL BOOKS FOR THE TEACHER'S LIBRARY IS INCLUDED, AS WELL AS SUGGESTED VOLUMES FOR 4- TO 6-YEAR-OLDS. AN OVERALL COST ESTIMATE FOR EQUIPPING A KINDERGARTEN IS PROVIDED. (DR)

ED039045 RC004273
ECONOMIC DEVELOPMENT AND THE PROGRAMMING OF RURAL EDUCATION. 66, 29P.
DOCUMENT NOT AVAILABLE FROM EDRS.

UNESCO'S BOOKLET IS INTENDED AS A GUIDE (1) FOR THOSE INVOLVED IN THE PLANNING AND DEVELOPMENT OF EDUCATION IN RELATION TO RURAL AND AGRICULTURAL DEVELOPMENT AND (2) FOR SCIENTISTS, TEACHERS, AND ADMINISTRATORS. IN THE DOCUMENT, RURAL DEVELOPMENT IS CONSIDERED IN THE CONTEXT OF OVERALL ECONOMIC GROWTH AND AGRICULTURAL EDUCATION IN REFERENCE TO THE EDUCATIONAL SYSTEM AS A WHOLE. THE GOAL IMPLIED IS "ROUNDED" DEVELOPMENT -- THE INCLUSION OF THE RURAL COMMUNITY AND A VISUALIZING OF THE TRAINING AND EDUCATION OF THE ENTIRE YOUNGER GENERATION IN DEVELOPING COUNTRIES. ACCELERATION OF ECONOMIC GROWTH AND RURAL DEVELOPMENT, THE MAIN FORMS OF RURAL EDUCATION, GENERAL AND PRACTICAL PROBLEMS IN PROGRAMMING EDUCATION, AND THE STRATEGIES OF RURAL EDUCATION ARE EXAMINED. THE AUTHOR NOTES THAT IT IS URGENT TO TRAIN SPECIALISTS IN THE PROGRAMMING OF RURAL EDUCATION WHO -- AS MEMBERS OF TEAMS OF EDUCATORS, STATISTICIANS, ECONOMISTS, AND SOCIOLOGISTS -- WOULD TOGETHER DRAFT EDUCATIONAL PROGRAMS IN LINE WITH OVERALL SOCIOECONOMIC DEVELOPMENT. (DB)

ED039053 RC004292
A SURVEY OF WASTAGE PROBLEMS IN ELEMENTARY EDUCATION. JUN 66, 178P.
HC NOT AVAILABLE FROM EDRS.

PARTICIPANTS IN THIS SURVEY WERE 33 COUNTRIES FROM VARIOUS CONTINENTS, ALL MEMBERS OF THE UNITED NATIONS EDUCATIONAL SCIENTIFIC AND CULTURAL ORGANIZATION. IN THE DOCUMENT, EDUCATION WASTAGE IN THE ELEMENTARY SCHOOL IS DIVIDED INTO 3 MAIN COMPONENTS: (1) NONATTENDANCE, (2) REPETITION OF GRADE, AND (3) WITHDRAWAL FROM THE SCHOOL CYCLE. YEAR-GRADE AND COHORT DATA ARE COMPARED AND DISCUSSED FOR EACH COUNTRY INVOLVED IN THE STUDY. THE ENROLLMENT AND LOSS PERCENTAGES ARE GRAPHICALLY IDENTIFIED. THE DOCUMENT ALSO INCLUDES DISCUSSIONS OF FINANCIAL COSTS, CAUSES FOR WASTAGE, AND MEANS OF COMBATTING WASTAGE. IT IS CONCLUDED THAT (1) A NUMBER OF CURRICULAR STUDIES ARE REQUIRED IN ORDER TO REASSESS THE TYPE OF EDUCATION GIVEN AT THE PRIMARY STAGE AND (2) THAT A MAIN CAUSE FOR WASTAGE IS THOUGHT TO BE INAPPROPRIATE STANDARDS OF EDUCATION. [NOT AVAILABLE IN HARD COPY DUE TO MARGINAL LEGIBILITY OF ORIGINAL DOCUMENT.] (EL)

ED039083 RC004346
AN ANALYSIS TO DETERMINE SIGNIFICANT ADMINISTRATIVE PROCEDURES USED IN THE ESTABLISHMENT AND OPERATION OF SELECTED RESIDENT OUTDOOR LABORATORY SCHOOL PROGRAMS. 67, 116P.
DOCUMENT NOT AVAILABLE FROM EDRS.

A QUESTIONNAIRE WAS SENT TO SUPERINTENDENTS OF SELECTED SCHOOL DISTRICTS WHICH OPERATED RESIDENT OUTDOOR LABORATORY SCHOOL PROGRAMS. AREAS COVERED BY THE QUESTIONNAIRE INCLUDED FINANCE, FACILITIES, PUBLIC RELATIONS, TRANSPORTATION, INSURANCE, STAFFING, FOOD SERVICE, AND BOARD POLICIES. RESPONSES INDICATED THAT FEW DIFFERENCES EXISTED IN PROGRAM OPERATIONS ACCORDING TO SCHOOL DISTRICT SIZE

ED039112 RE002784
THE FEDERAL ROLE IN EDUCATION REFORM. 24 MAR 70, 14P.

ONE PRINCIPAL SET OF OBSTACLES PREVENTING PUBLIC EDUCATION FROM HAVING SHOWN MORE PROGRESS IN REALIZING THE NATIONAL OBJECTIVE OF EQUAL EDUCATIONAL OPPORTUNITY HAS TO DO WITH THE WAY SCHOOLS ARE FINANCED. RESOLVING PROBLEMS OF SCHOOL FINANCE IS, U.S. COMMISSIONER OF EDUCATION ALLEN SAYS, AN ABSOLUTE ESSENTIAL IN ACHIEVING EQUAL OPPORTUNITY. SOME NATIONAL SCHOOL FINANCIAL DATA ARE GIVEN IN THIS SPEECH. THE ROLE OF THE FEDERAL AND STATE GOVERNMENTS IN SOLVING SCHOOLS' FINANCIAL PROBLEMS IS CLARIFIED, AND THE GREAT NEED FOR A COMPREHENSIVE, PURPOSEFUL PLAN FOR FINANCIAL SUPPORT OF PUBLIC EDUCATION IS UNDERSCORED. ALLEN STRESSED THE IMPORTANCE OF DEVELOPING NEW MEASURES OF EDUCATIONAL PRODUCTIVITY, OF WHAT CHILDREN LEARN, TO HELP GAIN FINANCIAL SUPPORT FROM THE PUBLIC. (NH)

ED039208 SP003898
SELECTED STATISTICS ON EDUCATIONAL PERSONNEL. SILVERMAN, LESLIE J.; METZ, STAFFORD, 70, 63P.
HC NOT AVAILABLE FROM EDRS.

THIS DOCUMENT PRESENTS AND DEVELOPS EXISTING STATISTICAL DATA ON THE EDUCATION PROFESSIONS. TOPICS AND PROBLEMS CONCERNING TEACHERS ARE EXAMINED IN DETAIL

ED039266 UD009711
INVITATIONAL CONFERENCE ON EDUCATING THE DISADVANTAGED IN RURAL AND URBAN SETTINGS (PROCEEDINGS, AUGUST 6, 1969). 6 AUG 69, 85P.

THE PURPOSE OF THIS INVITATIONAL CONFERENCE ON EDUCATING THE DISADVANTAGED IN RURAL AND URBAN SETTINGS, HELD UNDER THE SPONSORSHIP OF THE DIVISION OF EDUCATION AT GENESEO, WAS TO IDENTIFY THE COMMON EDUCATIONAL PROBLEMS OF THE DISADVANTAGED IN BOTH RURAL AND URBAN SETTINGS IN ORDER TO FACILITATE ACTION ON THE EDUCATIONAL, ADMINISTRATIVE, AND LEGISLATIVE FRONTS. EDUCATIONAL, ADMINISTRATIVE, AND LEGISLATIVE LEADERS IN NEW YORK STATE AND AT THE NATIONAL LEVEL WERE INVITED TO PARTICIPATE ALONG WITH GRADUATE STUDENTS AND WORKSHOP PARTICIPANTS. THE CONFERENCE'S FOCUS WAS SET ON "THE PEOPLE" BY THE KEYNOTER, FATHER T. WEIDER. REPRESENTATIVES OF LEGISLATION AND OF ADMINISTRATION AT THE NATIONAL AND STATE LEVELS PROVIDED BOTH BACKGROUND AND PROJECTIONS ABOUT THE PROBLEMS OF EDUCATION OF DISADVANTAGED FROM THEIR PARTICULAR VANTAGE POINTS. DURING THE AFTERNOON SESSION, THE CONFEREES MET IN SIX SEPARATE GROUPS TO DISCUSS VARIOUS ISSUES. AFTER MEETING FOR ABOUT AN HOUR AND A HALF, EVERYONE REASSEMBLED TO HEAR THE REPORTS FROM EACH GROUP. THE CONFERENCE CONCLUDED WITH A STATEMENT OF REACTION BY ROY EDELFELT. (JM)

ED039271 UD009946
COMMUNITY CONTROL OF SCHOOLS. STUDIES IN SOCIAL ECONOMICS. 70, 318P.
DOCUMENT NOT AVAILABLE FROM EDRS.

THE CONFERENCE PROCEEDINGS WHICH COMPRISE THIS BOOK FOCUS ON THREE PROBLEM AREAS: (1) OBJECTIVES AND SOCIAL IMPLICATIONS OF COMMUNITY GOVERNANCE OF CITY SCHOOLS, COVERED AS FOLLOWS: HAROLD PFAUTZ DISCUSSES THE LONG-RUN IMPACT OF COMMUNITY-GOVERNED SCHOOLS ON GOALS OF RACIAL EQUALITY AND HARMONY, MARIO FANTINI SUGGESTS THE CURRICULUM AND OTHER FACTORS THAT MIGHT BE THE FOCUS OF COMMUNITY EFFORTS TO IMPROVE URBAN SCHOOLS, LEONARD FEIN EXAMINES THE PRESENT SCHOOLING APPROACH AND CONTRASTS IT WITH A COMMUNITY-ORIENTED STRATEGY FOR EDUCATING MINORITY AMERICANS, AND ROBERT MAYNARD LINKS THE COMMUNITY SCHOOL MOVEMENT TO THE GENERAL SURGE FOR BLACK SELF-DETERMINATION

ED039273 UD009954
"PARTNERSHIP" HIGH SCHOOLS: THE SEARCH FOR NEW WAYS TO COOPERATE. INDUSTRY AND EDUCATION, STUDY NO. 2/PARTNERSHIPS. OCT 69, 61P.

INDUSTRY-SCHOOL PARTNERSHIPS ARE NEEDED TO HELP STUDENTS, ESPECIALLY URBAN YOUTH, BECOME ACQUAINTED WITH THE REALITIES OF PREPARING FOR EMPLOYMENT AND WITH THE PROCESSES OF FINDING A JOB, STAYING EMPLOYED, AND MOVING ON THROUGH TRAINING TO IMPROVED PRODUCTIVITY AND EARNING POWER. THIS REPORT SUGGESTS CONSIDERATIONS FOR ORGANIZING SUCH PARTNERSHIPS AND ALSO PRESENTS ESTIMATES ON COSTS AND RISKS OF SUCH ENTERPRISES. SUMMARIES OF SOME OF THE IMPORTANT PROJECTS NOW UNDERWAY ARE INCLUDED. THESE PROJECTS COVER WORK STUDY, JOB PLACEMENT AND CAREER GUIDANCE, BASIC SKILLS TRAINING AND REMEDIAL EDUCATION, CURRICULUM DEVELOPMENT AND EVALUATION, ADMINISTRATIVE SERVICES, COMMUNITY RELATIONS, HEALTH SERVICES--WITH

AN EMPHASIS ON DRUG PROBLEMS, INTERACTIONS BETWEEN SCHOOL AND BUSINESS PERSONNEL, AND MATERIAL AND FINANCIAL RESOURCES. AN INDEX OF ALLIANCES BETWEEN COMPANIES AND SCHOOLS, A CHRYSLER CORPORATION PROPOSAL, AND A NEW YORK CITY HIGH SCHOOL PROPOSAL FOR PARTNERSHIP PLANS ARE APPENDED. (KG)

ED039311 UD010306
SCHOOL DESEGREGATION: "A FREE AND OPEN SOCIETY" 24 MAR 70, 31P.

PRESIDENT NIXON'S "PURPOSE IN THIS STATEMENT IS TO SET FORTH IN DETAIL THIS ADMINISTRATION'S POLICIES ON THE SUBJECT OF DESEGREGATION OF AMERICA'S ELEMENTARY AND SECONDARY SCHOOLS." SPECIFIC OBJECTIVES OF HIS STATEMENT ARE NOTED AS FOLLOWS: TO REAFFIRM HIS PERSONAL BELIEF THAT THE 1954 BROWN DECISION WAS RIGHT IN BOTH CONSTITUTIONAL AND HUMAN TERMS

ED039325 VT010560
EVALUATION OF ARKANSAS VOCATIONAL TRAINING PROGRAMS IN RELATION TO ECONOMIC DEVELOPMENT, PART III-EVALUATION OF PROGRAMS AND RECOMMENDATIONS. INDUSTRIAL RESEARCH AND EXTENSION CENTER PUBLICATION NO. L-6. MAY 69, 113P.

THE MANPOWER REQUIREMENTS OF INDUSTRY IN ARKANSAS ARE BEING POORLY MET BY THE PRESENT VOCATIONAL AND TECHNICAL EDUCATION SYSTEM. THEY HAVE INADEQUATE FACILITIES, AND THERE ARE NOT ENOUGH STUDENTS ENROLLED IN TRADES AND INDUSTRY OCCUPATIONAL FIELDS OR A BROAD ENOUGH RANGE OF PROGRAMS TO MEET THE VARIETY OF REQUIREMENTS FROM INDUSTRY, BUSINESS, AND THE PROFESSIONS. AN ESTIMATED 70 PERCENT OF THE ENTRY-LEVEL JOB OPPORTUNITIES CAN BE HANDLED BY HIGH SCHOOL GRADUATES WITH AN INDUSTRIAL ARTS OR BASIC EDUCATION BACKGROUND. HOWEVER, OF THE 36,000 GRADUATES AND DROPOUTS, LESS THAN 2,000 HAD RECEIVED ANY TRAINING FROM TRADES AND INDUSTRY JOBS. THERE IS A NEED FOR A STATE PLAN ORGANIZED TO REFLECT MANPOWER NEEDS AND EDUCATION AND TRAINING REQUIREMENTS OF SECONDARY AND POSTSECONDARY SCHOOL LEVELS FOR EACH SOCIOECONOMIC AREA OF THE STATE AND THE ENTIRE STATE. HIGH SCHOOL PROGRAMS PROVIDING INDUSTRIAL ARTS EDUCATION, WORK ORIENTATION, AND BASIC ECONOMIC EDUCATION AND COOPERATIVE WORK-STUDY PROGRAMS SHOULD BE EXPANDED. A CHECKLIST OF SCHOOL INDUSTRY-EDUCATION ADVISORY COMMITTEE ACTIVITIES AND SERVICES, EVALUATION GUIDELINES, AND THE REPORT OF THE ARKANSAS MANPOWER ADVISORY COUNCIL FOR ECONOMIC DEVELOPMENT, 1969, ARE APPENDED. A REPORT ON OCCUPATIONAL NEEDS AND EMPLOYMENT PROJECTIONS AND A SURVEY OF VOCATIONAL SCHOOL PERFORMANCE ARE AVAILABLE AS VT 010 561 AND VT 010 562, RESPECTIVELY. (BC)

ED039330 VT010704
VOCATIONAL AND TECHNICAL EDUCATION: ABSTRACTS OF EXPERIMENTAL PROJECTS. 68, 34P.
HC NOT AVAILABLE FROM EDRS.

ABSTRACTS ARE COMPILED FOR 33 PROJECTS CONDUCTED BETWEEN 1964 AND 1968, BUT PRIMARILY DURING 1966 AND 1967. THE PROJECTS CONCERN A VARIETY OF REGULAR AND SPECIAL PROGRAMS IN HIGH SCHOOLS AND JUNIOR COLLEGES. EACH ABSTRACT INCLUDES TITLE, AUTHOR, DATE, TYPE OF REPORT, ABSTRACT, RESEARCH COORDINATING UNIT (RCU) IDENTIFICATION NUMBER, AND THE TOTAL COST OF THE PROJECT. LISTINGS ARE ARRANGED SEQUENTIALLY ACCORDING TO THE RCU IDENTIFICATION NUMBER. TYPES OF REPORTS ARE PROPOSALS, IN-PROGRESS, FINAL, AND FOLLOWUP. FURTHER INFORMATION MAY BE OBTAINED BY CONTACTING THE ILLINOIS RESEARCH COORDINATING UNIT, BOARD OF VOCATIONAL EDUCATION AND REHABILITATION, 405 CENTENNIAL BUILDING, SPRINGFIELD, ILLINOIS 62706. [NOT AVAILABLE IN HARD COPY DUE TO MARGINAL LEGIBILITY OF ORIGINAL DOCUMENT.] (CH)

ED039334 VT010806
COST-BENEFIT ANALYSIS OF MANPOWER POLICIES. PROCEEDINGS OF A NORTH AMERICAN CONFERENCE (MAY 14-15, 1969). SOMERS, G. G., ED.; WOOD, W. D., ED., 69, 188P.
DOCUMENT NOT AVAILABLE FROM EDRS.

THE NORTH AMERICAN CONFERENCE ON COST-BENEFIT ANALYSIS OF MANPOWER POLICIES STUDIED THE THEORY AND APPLICABILITY OF COST BENEFIT ANALYSIS TO MANPOWER PROGRAMS. IN THE FIRST PART OF THIS DOCUMENT VARIOUS PARTICIPANTS AT THE CONFERENCE DISCUSSED THE THEORETICAL AND METHODOLOGICAL ASPECTS OF COST BENEFIT ANALYSIS FOR INVESTMENT APPRAISAL. IT WAS ASSUMED THAT IF THE BENEFITS OF MANPOWER PROGRAMS EXCEED THE COSTS, THEN THE WELFARE OF THE INVESTOR IS INCREASED. THUS WHERE ALTERNATIVES ARE AVAILABLE, THE APPROPRIATE INVESTMENT IS INDICATED BY THE HIGHEST BENEFIT/COST RATIO. HOWEVER, THE UNITS IN WHICH THE BENEFITS AND COSTS ARE MEASURED ARE NOT ALWAYS COMMENSURABLE. INDIVIDUALS TO WHOM THE BENEFITS ACCRUE ARE NOT ALWAYS IDENTICAL TO THE GROUP WHICH INCURS THE COST. ALSO, BENEFITS AND COSTS ARE INCURRED AT DIFFERENT POINTS IN TIME AND FOR PURPOSES OF COMPARISON THE VALUES SHOULD BE ADJUSTED BY A DISCOUNT RATE. THE SECOND PART OF THE VOLUME EXAMINES THE APPLICATION OF COST-BENEFIT ANALYSIS TO MANPOWER PROGRAMS. THESE INCLUDE OCCUPATIONAL TRAINING PROGRAMS FOR ADULT WORKERS SPONSORED BY THE U.S. DEPARTMENT OF LABOR AND PROGRAMS AIMED AT REDUCING POVERTY BY TRAINING DISADVANTAGED WORKERS. A LIST OF PARTICIPANTS IS APPENDED. (BC)

ED039352 VT011013
THE VOCATIONAL EDUCATION AMENDMENTS OF 1968. JUN 69, 13P.
HC NOT AVAILABLE FROM EDRS.

THE VOCATIONAL EDUCATION AMENDMENTS OF 1968 EXTEND THE WORK OF THE 1963 AMENDMENTS, BUT THE EMPHASIS HAS CHANGED FROM OCCUPATIONS TO PEOPLE. NATIONAL AND STATE ADVISORY COUNCILS ARE REQUIRED. IN ADDITION EACH STATE MUST SUBMIT A PLAN CONSISTING OF ADMINISTRATIVE POLICIES AND PROCEDURES AND AN ANNUAL AND 5-YEAR PROGRAM PLAN. PART OF THE AUTHORIZED FUNDS ARE ALLOCATED TO PERMANENT PROGRAMS IN COOPERATIVE VOCATIONAL AS WELL AS CONSUMER AND HOMEMAKING EDUCATION, WHILE THE REMAINDER IS ALLOCATED TO THE PERMANENT PROGRAMS OF RESEARCH AND TRAINING IN THE AREA OF CURRICULUM DEVELOPMENT AND PERSONNEL TRAINING. PROGRAMS IN WORK-STUDY, RESIDENTIAL SCHOOLS, AND EXEMPLARY PROJECTS HAVE BEEN AUTHORIZED FOR A LIMITED PERIOD. STATES PARTICIPATING IN THE PROGRAM MUST MEET CERTAIN REQUIREMENTS IN PROVIDING FEDERAL FUNDS FOR VOCATIONAL EDUCATION PROGRAMS. (SB)

ED039376 AA000554
PARENT, HOME, AND FAMILY LIFE EDUCATION. JUL 70, 87P. CURRENT INFORMATION SOURCES, 30.

THIS 149 ITEM BIBLIOGRAPHY ON PARENT, HOME, AND FAMILY LIFE EDUCATION BEGINS WITH DESCRIPTIONS OF A NUMBER OF PERIODICALS AND BIBLIOGRAPHIES, AND SEVERAL STUDIES OF TRENDS IN HOME ECONOMICS EDUCATION. THESE ARE FOLLOWED BY 27 SURVEYS OF ROLE PERCEPTION, NEEDS, INTERESTS, AND PARTICIPATION

ED039414 AC006725
A SYSTEMS DESIGN MANAGEMENT MODEL FOR THE STRUCTURING AND SIMULATION OF SELECTED TRAINING INSTITUTIONS. 69, 244P.
DOCUMENT NOT AVAILABLE FROM EDRS.

THE PURPOSE OF THIS STUDY WAS TO DEFINE THE ROLE AND ELEMENTS OF A SYSTEMS APPROACH FOR TRAINING ADMINISTRATORS

ED039447 AC006932
SERIOUS GAMES. 70, 176P.
DOCUMENT NOT AVAILABLE FROM EDRS.

THE AUTHOR EXPLORES THE WAYS IN WHICH GAMES CAN BE USED TO INSTRUCT, INFORM, AND EDUCATE. THE FIRST CHAPTER DISCUSSES GAMES IN A GENERAL MANNER. THE NEXT FIVE CHAPTERS PRESENT THE USE OF GAMES FOR IMPROVING EDUCATION, FOR GUIDANCE IN OCCUPATIONAL CHOICE AND TRAINING, AND FOR SOLVING PROBLEMS AND DECISION MAKING IN PHYSICAL AND SOCIAL SCIENCES, GOVERNMENT AND INDUSTRY. THE LAST THREE CHAPTERS ARE DEVOTED TO THE ANALYSIS OF GAMES AS A THINKING TOOL, TO GAME DESIGNING, AND TO THE EVALUATION OF THE COST EFFECTIVENESS OF GAMES AND THEIR FUTURE. THREE OF THE FOUR APPENDIXES DISCUSS THE USE OF GAMES IN EDUCATIONAL PLANNING. THE AUTHOR INDICATES THAT GAMES ARE EFFECTIVE TEACHING AND TRAINING DEVICES FOR STUDENTS OF ALL AGES AND IN MANY SITUATIONS, BECAUSE THEY ARE HIGHLY MOTIVATING AND CAN COMMUNICATE EFFECTIVELY CONCEPTS AND FACTS ABOUT MANY SUBJECTS. (PT)

ED039474 AC008047
LEARNER-CENTERED INSTRUCTION (LCI). VOLUME 6. COURSE METHODOLOGY AND ADMINISTRATION. PIEPER, WILLIAM J.; AND OTHERS, JUN 69, 50P.
DOCUMENT NOT AVAILABLE FROM EDRS.

A "LEARNER CENTERED INSTRUCTION" COURSE WAS DEVELOPED FOR AFSC 322X1R (F-111A WEAPONS CONTROL SYSTEM) TECHNICIANS, TO BE ADMINISTERED BY AIR FORCE INSTRUCTORS. THE COURSE WAS DESIGNED TO TEACH REQUIRED JOB BEHAVIORS TO STUDENTS OF HIGH (80-95) AND MEDIUM (60-75) AIRMAN QUALIFYING EXAMINATION ELECTRONICS APTITUDES, AT A COST SIGNIFICANTLY LOWER THAN THAT OF PRESENT APPROACHES. (THE DOCUMENT INCLUDES 11 TABLES, 13 FIGURES, AND 16 REFERENCES.) (AUTHOR/LY)

ED039628 EA002696
BACKGROUND MATERIALS ON COLLECTIVE BARGAINING FOR TEACHERS. A CONFERENCE GUIDE. NOLTE, M. CHESTER; LINN, JOHN PHILLIP, MAY 68, 148P.

INTENDED AS BACKGROUND MATERIAL FOR THE ANNUAL MEETING OF THE EDUCATION COMMISSION OF THE STATES, THIS DOCUMENT ATTEMPTS TO ANSWER BASIC QUESTIONS INHERENT IN TEACHER NEGOTIATIONS. THE FIRST SECTION DISCUSSES TEACHER MILITANCY, CURRENT STATUS OF LEGISLATION, AND CONTENTS OF TEACHER NEGOTIATION LAWS. THE SECOND SECTION CONSIDERS ISSUES FACING LEGISLATORS IN DEALING WITH COLLECTIVE BARGAINING BY GOVERNMENTAL EMPLOYEES. INFORMATION PRESENTED ON ITEMS BEING NEGOTIATED IS FROM A STUDY CONDUCTED BY THE NATIONAL EDUCATION ASSOCIATION, WHICH HAS SOME 1,540 WRITTEN AGREEMENTS BETWEEN BOARDS AND TEACHERS ON FILE. EACH AGREEMENT WAS ANALYZED, AND A LIST OF 150 NEGOTIABLE ITEMS IN 15 CATEGORIES WAS COMPILED. THE THIRD SECTION CONSISTS OF A REPRINT OF A TIME ESSAY, "THE WORKER'S RIGHTS & THE PUBLIC WEAL." APPENDIX A CONTAINS 10 FACT SHEETS COVERING SPECIFIC TOPICS RELATED TO COLLECTIVE BARGAINING FOR TEACHERS. APPENDIX B CONSISTS OF NEGOTIATION STATUTES FROM THE STATES OF CALIFORNIA, CONNECTICUT, FLORIDA, RHODE ISLAND, AND WISCONSIN. (TABLE III, PP. 17A-17D MAY BE OF POOR QUALITY IN HARD COPY BECAUSE OF SMALL PRINT.) (MLF)

ED039630 EA002723
DEVELOPMENT OF AN OPERATIONAL MODEL FOR THE APPLICATION OF PLANNING-PROGRAMMING-BUDGETING SYSTEMS IN LOCAL SCHOOL DISTRICTS. PROGRAM BUDGETING NOTE 4. OCT 69, 17P.

THIS PAPER IS CONCERNED WITH THE CONCEPTUAL PROBLEMS OF DEVELOPING AN ADMINISTRATIVE PLANNING SYSTEM FOR LOCAL SCHOOL DISTRICTS. SPECIFIC PLANNING PROCEDURES WILL BE PUBLISHED LATER AS PART OF A COMPLETED PPBS MODEL. DEFINITIONS OF CERTAIN CONCEPTS LEAD TO A "TYPOLOGY OF PLANNING BEHAVIOR," WHICH

DISTINGUISHES THREE LEVELS OF PLANNING AND PLANNING BEHAVIOR.

ED039634 EA002864
DIRECTORY: NONPUBLIC ELEMENTARY AND SECONDARY DAY SCHOOLS, 1968-69. VOLUME V. 70, 260P.
HC NOT AVAILABLE FROM EDRS.

THIS IS THE FIFTH OF FIVE VOLUMES COMPRISING A DIRECTORY OF PUBLIC AND NONPUBLIC ELEMENTARY AND SECONDARY DAY SCHOOLS IN THE UNITED STATES AND OUTLYING AREAS FOR 1968-69. VOLUMES I-IV LIST (BY GEOGRAPHICAL REGION) THE PUBLIC SCHOOLS. THIS VOLUME LISTS THE NONPUBLIC SCHOOLS (ALPHABETICALLY BY STATE), INCLUDING PAROCHIAL SCHOOLS, PRIVATELY OPERATED NONSECTARIAN SCHOOLS, PRIVATELY OPERATED SCHOOLS FOR THE PHYSICALLY AND MENTALLY HANDICAPPED, PRIVATE COLLEGE PREPARATORY SCHOOLS OR MILITARY ACADEMIES, FINISHING SCHOOLS, AND LABORATORY SCHOOLS OF PRIVATE COLLEGES AND UNIVERSITIES.

ED039636 EA002866
DIRECTORY: PUBLIC ELEMENTARY AND SECONDARY DAY SCHOOLS, 1968-69. VOLUME III, SOUTHEAST REGION. 70, 267P.
HC NOT AVAILABLE FROM EDRS.

THIS IS THE THIRD OF FIVE VOLUMES COMPRISING A DIRECTORY OF PUBLIC AND NONPUBLIC ELEMENTARY AND SECONDARY DAY SCHOOLS IN THE UNITED STATES AND OUTLYING AREAS FOR 1968-69. THIS VOLUME PROVIDES NAMES AND ADDRESSES OF PUBLIC SCHOOLS IN THE SOUTHEAST REGION. INSTITUTIONAL INFORMATION INCLUDES GRADE SPAN

ED039638 EA002868
EDUCATION DIRECTORY: PUBLIC SCHOOL SYSTEMS, 1969-70. SIETSEMA, JOHN P.; MONGELLO, BEATRICE O., 70, 316P.
HC NOT AVAILABLE FROM EDRS.

THIS 1969-70 DIRECTORY OF PUBLIC ELEMENTARY AND SECONDARY SCHOOLS PROVIDES THE NAMES OF AND BASIC INFORMATION ON LOCAL SCHOOL SYSTEMS IN THE UNITED STATES AND ITS POSSESSIONS. IN THIS DIRECTORY, THE LISTING INCLUDES ALL SYSTEMS REGARDLESS OF SIZE, AS WELL AS NONOPERATING PUBLIC SCHOOL DISTRICTS. THE MAIN BODY OF THE DIRECTORY LISTS, IN ALPHABETICAL ORDER BY STATE, THE LOCAL PUBLIC SCHOOL SYSTEMS. THE FOLLOWING INFORMATION IS PROVIDED FOR EACH SYSTEM: NAME OF UNIT, SUPERINTENDENT'S LOCATION, ZIP CODE, COUNTY NAME, GRADE SPAN, AND ENROLLMENT. ALSO INCLUDED ARE SUMMARY TABLES SHOWING THE NUMBER OF LOCAL PUBLIC SCHOOL SYSTEMS AND THEIR DISTRIBUTION BY SIZE, GRADE SPAN, AND STATE

ED039639 EA002869
CONDENSED TASK REPORT ON PUPIL TRANSPORTATION FOR THE OHIO SCHOOL SYSTEM. BYERS, R. H.; VIRGIN, W. P., NOV 68, 26P.

THIS REPORT, ONE OF A SERIES OF EIGHT, PROVIDES FINDINGS FROM A STUDY OF THE OHIO PUPIL TRANSPORTATION SYSTEM, A LOCALLY ADMINISTERED SYSTEM PARTLY REGULATED AND FINANCIALLY SUPPORTED BY THE STATE. AFTER REVIEWING CURRENT TRANSPORTATION FACILITIES FOR BOTH REGULAR AND SPECIAL EDUCATION STUDENTS, THE STUDY ASSESSES VARIOUS ALTERNATIVES. RECOMMENDATIONS INCLUDE REORGANIZATION OF THE PRESENT SYSTEM INTO LARGER OPERATING UNITS, STATE OWNERSHIP AND MAINTENANCE OF ALL SCHOOL BUSES, CENTRALIZED PURCHASING, EXPANDED BUS DRIVER TRAINING PROGRAMS, COMPUTERIZED ROUTING SERVICE, AND FREQUENT BUS INSPECTIONS BY TRAINED PERSONNEL. THE REPORT WAS FUNDED UNDER ESEA TITLE III. RELATED DOCUMENTS ARE ED 028 279, ED 032 737, ED 035 967, AND EA 002 870. (LR)

ED039640 EA002870
PLANNING TO MEET EDUCATIONAL NEEDS IN OHIO SCHOOLS. PHASE 1. SUMMARY REPORT. WARFIELD, JOHN N.; AND OTHERS, NOV 68, 38P.

THIS REPORT CONDENSES THE ESSENTIAL FINDINGS OF SEVEN TASK REPORTS ON EDUCATIONAL NEEDS FOR THE OHIO DEPARTMENT OF EDUCATION. EMPHASIZING PRESENT NEEDS, RESOURCES, AND TENTATIVE SOLUTIONS, THE SUMMARY COVERS SEVEN TOPICS: VOCATIONAL AND TECHNICAL EDUCATION, EDUCATIONAL FINANCE, USE AND TRAINING OF AUXILIARY PERSONNEL, DATA PROCESSING CENTERS, EDUCATIONAL TECHNOLOGY, SCHOOL LIBRARY MANPOWER, AND PUPIL TRANSPORTATION. THE STUDY CONCLUDES THAT THE STATE SHOULD ESTABLISH REGIONAL CENTERS TO PROVIDE SELECTED EDUCATIONAL SERVICES TO LOCAL SCHOOL DISTRICTS. AN APPENDIX LISTING THE 1970 GOALS OF THE OHIO STATE BOARD OF EDUCATION IS INCLUDED. THE STUDY WAS FUNDED UNDER TITLE III OF ESEA. RELATED DOCUMENTS ARE ED 028 279, ED 032 737, ED 035 967, AND EA 002 869. (LLR)

ED039641 EA002871
A QUANTITATIVE APPROACH TO THE DESIGN OF SCHOOL BUS ROUTES. MAR 70, 23P.

A NUMBER OF FACTORS--INCLUDING THE REORGANIZATION OF SCHOOL ADMINISTRATIVE STRUCTURES, THE AVAILABILITY OF NEW TECHNOLOGY, INCREASED COMPETITION AMONG GROUPS FOR LIMITED RESOURCES, AND CHANGING PATTERNS OF COMMUNICATION--SUGGEST AN INCREASED NEED FOR QUANTITATIVE ANALYSIS IN THE SCHOOL DISTRICT DECISION-MAKING PROCESS. ONE AREA OF SCHOOL DECISION-MAKING THAT IS HIGHLY ADAPTABLE TO QUANTITATIVE ANALYSIS IS STUDENT TRANSPORTATION. THE PREVAILING MANUAL APPROACH TO BUS SCHEDULING AND ROUTING IS TIME CONSUMING AND REQUIRES AN EXCESSIVE AMOUNT OF ADMINISTRATIVE TALENT. A MORE SATISFACTORY METHOD FOR BUS ROUTING THAT PROVIDES OPTIMUM SERVICE AND SAFETY AT MINIMUM COST REQUIRES MAN-MACHINE INTERACTION. UNDER THIS METHOD, A COMPUTER WOULD PERFORM RAPIDLY ALL THE COMPLEX MATHEMATICAL CALCULATIONS WHILE ALLOWING FOR ADMINISTRATOR INTERVENTION WHEN NECESSARY. ADDITIONAL BENEFITS THAT WOULD ACCRUE FROM COMPUTER-DESIGNED BUS ROUTES INCLUDE SIMULATION CAPABILITY FOR PLANNING, AND INCREASED MANAGEMENT CONTROL. FOR MOST SCHOOL DISTRICTS, QUANTITATIVE ANALYSIS OF OPERATIONS WILL REQUIRE BASIC CHANGES IN STAFFING AND DATA COLLECTION PROCEDURES. INCREASED EFFICIENCY IN SUBSEQUENT YEARS SHOULD MORE THAN OFFSET THE HIGH INITIAL COSTS. (JH)

ED039642 EA002872
NONPUBLIC EDUCATION IN RHODE ISLAND: ALTERNATIVES FOR THE FUTURE. A STUDY FOR THE RHODE ISLAND SPECIAL COMMISSION TO STUDY THE ENTIRE FIELD OF EDUCATION. BRICKELL, HENRY M.; AND OTHERS, JUL 69, 242P.

THIS STUDY WAS COMMISSIONED BY THE STATE OF RHODE ISLAND TO PROVIDE A FACTUAL BASIS FOR FUTURE EDUCATION POLICY DECISIONS. SINCE RHODE ISLAND HAS A HIGHER PERCENTAGE OF CHILDREN IN NONPUBLIC SCHOOLS THAN ANY OTHER STATE, THE FUTURE OF THESE SCHOOLS IS PARTICULARLY CRUCIAL. NONPUBLIC SCHOOLS IN RHODE ISLAND ARE DIVIDED INTO TWO BASIC TYPES: CATHOLIC AND INDEPENDENT. CATHOLIC SCHOOLS ENROLL 21 PERCENT OF THE STATE'S PUPILS

ED039643 EA002873
STATISTICS OF PUBLIC ELEMENTARY AND SECONDARY DAY SCHOOLS, FALL 1969: PUPILS, TEACHERS, INSTRUCTION ROOMS, AND EXPENDITURES. BARR, RICHARD H.; FOSTER, BETTY J., 70, 41P.
HC NOT AVAILABLE FROM EDRS.

THIS 16TH ANNUAL NATIONAL SURVEY OF PUBLIC ELEMENTARY AND SECONDARY SCHOOL STATISTICS PRESENTS DATA AS OF FALL 1969 FOR EACH STATE, THE DISTRICT OF COLUMBIA, 14 OF THE NATION'S 15 LARGEST CITIES, AND SEVERAL OUTLYING AREAS, INCLUDING AMERICAN SAMOA, THE CANAL ZONE, GUAM, PUERTO RICO, AND THE VIRGIN ISLANDS. SUMMARIES OF TRENDS ARE PRESENTED WITH THE COMPENDIUM OF TABLES WHICH CONSTITUTES THE MAIN BODY OF THE REPORT. THE SURVEY COVERS BASIC DATA ON THE NUMBER OF LOCAL SCHOOL DISTRICTS, PUPILS, HIGH SCHOOL GRADUATES, TEACHERS, AND INSTRUCTION ROOMS IN PUBLIC ELEMENTARY AND SECONDARY DAY SCHOOLS. THE SURVEY ITEMIZES ESTIMATED SCHOOL EXPENDITURES BY MAJOR PURPOSE, AVERAGE SALARIES OF INSTRUCTIONAL STAFF AND CLASSROOM TEACHERS, AND AVERAGE DAILY ATTENDANCE. DATA WERE FURNISHED BY STATE EDUCATION AGENCIES ON TWO REPORT FORMS, SAMPLES OF WHICH ARE APPENDED. (DE)

ED039647 EA002881
STATE AND LOCAL RESPONSIBILITIES FOR EDUCATION. A POSITION STATEMENT. 68, 115P.
HC NOT AVAILABLE FROM EDRS.

FEDERALLY CONTROLLED EDUCATIONAL PROGRAMS ARE CAUSING SUBORDINATION OF LOCAL AND STATE EDUCATIONAL INITIATIVE AND RESPONSIBILITY. PRIMARY CONTROL OF THE EDUCATIONAL PROGRAM SHOULD REST WITH LOCAL EDUCATIONAL AGENCIES. THE STATE SHOULD ENGAGE IN EDUCATIONAL PLANNING, EXPERIMENTATION, AND INNOVATION

ED039648 EA002882
THE STATE OF STATE DEPARTMENTS OF EDUCATION. ANNUAL REPORT (4TH) OF THE ADVISORY COUNCIL ON STATE DEPARTMENTS OF EDUCATION. 69, 172P.
HC NOT AVAILABLE FROM EDRS.

THE ADVISORY COUNCIL REVIEWS THE ADMINISTRATION OF PROGRAMS FUNDED UNDER TITLE V OF THE ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965 IN AN EFFORT TO STRENGTHEN STATE DEPARTMENTS OF EDUCATION, AND MAKES RECOMMENDATIONS FOR FURTHER DEVELOPMENT OF STATE EDUCATION AGENCIES. SUCCESSES OF NUMEROUS PROGRAMS ARE NOTED AND SPECIAL RECOMMENDATIONS ARE MADE FOR SUBSTANTIAL FUNDS AND PROGRAMS TO COPE WITH CRITICAL URBAN EDUCATIONAL PROBLEMS. TOPICS COVERED INCLUDE: (1) FUND AND STAFF UTILIZATION, (2) DIRECTIONS OF GROWTH, (3) ORGANIZATION AND STAFFING, (4) STATE REVIEW AND OTHER VISITS, (5) STATE-BY-STATE REPORTS, (6) SPECIAL PROJECT GRANTS, (7) PROJECTS AND THEIR ADMINISTRATION, AND (8) OTHER FEDERAL PROGRAMS AIDING STATE EDUCATION AGENCIES. TABLES AND CHARTS ARE USED TO SUPPLEMENT AND TO CLARIFY THE VARIOUS STATE REPORTS AND ABSTRACTS OF SPECIAL PROJECTS. RELATED DOCUMENT IS ED 025 025 (3RD REPORT). (LLR)

ED039705 EM008038
COMPUTER-ASSISTED INSTRUCTION AND ITS POTENTIAL FOR INDIVIDUALIZING INSTRUCTION. [70], 30P.

FOR THE NEXT TEN YEARS, AT LEAST, IT WOULD ALMOST CERTAINLY BE PROHIBITIVELY EXPENSIVE FOR A STUDENT TO RECEIVE A MAJOR PART OF EACH DAY'S INSTRUCTION IN A DIRECT INDIVIDUAL DIALOGUE WITH A COMPUTER. FURTHERMORE SUCH A SYSTEM WOULD NOT TEACH A STUDENT TO INTERACT EFFECTIVELY WITH OTHER HUMANS, TO COMMUNICATE THE RESULTS OF HIS LABORS TO OTHERS, OR TO EXCHANGE IDEAS IN ATTEMPTS TO SOLVE SHARED PROBLEMS. FOR THE PRESENT, THE COMPUTER IS MOST

USEFUL IN ITS ROLE OF A GENERAL PURPOSE INFORMATION PROCESSING SYSTEM. INDIVIDUALIZED INSTRUCTION ALLOWS THE MODE, CONTENT AND SEQUENCE OF INSTRUCTION TO BE TAILORED TO THE INDIVIDUAL'S NEEDS AT ANY MOMENT IN TIME. A COMPUTER IS AN IMPORTANT TOOL IN INDIVIDUALIZING INSTRUCTION. THE COMPUTER CAN BE USED AS A TEACHING MACHINE, A PROBLEM SOLVING TOOL, OR AS A TUTORIAL SYSTEM. THE REMAINDER OF THIS PAPER IS A SURVEY OF THE STATE OF THE ART IN COMPUTER-BASED TUTORIAL SYSTEMS WITH SPECIAL REFERENCE TO THE WORK BEING DONE AT THE SYSTEM DEVELOPMENT CORPORATION. A SHORT LIST OF REFERENCES IS PROVIDED. (JY)

ED039711 EM008044
PROGRAMING AND PROGRAMED INSTRUCTION. [70], 11P.

THE IMPACT OF PROGRAMED INSTRUCTION ON THE EDUCATIONAL SYSTEM HAS BEEN MINIMAL QUANTITATIVELY AND QUALITATIVELY. IN THE INTERFACE BETWEEN EDUCATION AND PROGRAMING THERE ARE SERIOUS WEAKNESSES IN THE DESIGN OF MATERIALS, SEVERE PROBLEMS IN THE ECONOMICS OF DESIGN AND USE, AND AN ALMOST INSURMOUNTABLE GULF BETWEEN THE PHILOSOPHY OR POINT OF VIEW ON WHICH PROGRAMING IS BASED AND THE PRESENT THINKING OF MOST SCHOOL SYSTEMS. TWO AREAS IN WHICH THE TECHNOLOGY NEEDS FURTHER DEVELOPMENT ARE IN THE ANALYSIS OF THE STRUCTURE OF KNOWLEDGE AND IN THE APPROACH TO CROSS-CURRICULAR SKILLS SUCH AS CREATIVITY, CRITICAL THINKING, AND INFERENCE TECHNIQUES. THE UNNECESSARY DUPLICATION OF EFFORT WHICH IS COMMON IN PROGRAMING INSTRUCTION TODAY HAS LED TO A WASTE OF FINANCIAL AND HUMAN RESOURCES. THERE SEEMS TO BE A PHILOSOPHICAL CONFLICT BETWEEN THE EMPIRICAL APPROACH OF THE ADHERENTS OF PROGRAMED INSTRUCTION AND THE IDEALISM OF THE PROCESS-ORIENTED EDUCATIONAL PHILOSOPHERS. (AUTHOR/JY)

ED039723 EM008056
COST EFFECTIVENESS EVALUATION OF INSTRUCTIONAL TECHNOLOGY: THE PROBLEMS. [70], 15P.

PROBLEMS THAT ARISE IN APPLYING COST EFFECTIVENESS EVALUATIONS TO INSTRUCTIONAL TECHNOLOGIES ARE OUTLINED IN THIS PAPER, TO EXPLAIN THAT SCHOOLS CAN DRAW ON NO AVAILABLE KNOWLEDGE TO DETERMINE WHETHER THE NEW INSTRUCTIONAL STRATEGIES WILL BE MORE EFFECTIVE THAN TRADITIONAL INSTRUCTIONAL APPROACHES, ONCE COSTS HAVE BEEN TAKEN INTO ACCOUNT. THE PAPER SHOWS THAT MOST OF THE REQUIREMENTS FOR SOUND COST EFFECTIVENESS ANALYSIS CANNOT BE SATISFIED, GIVEN OUR PRESENT KNOWLEDGE OF THE EDUCATIONAL PROCESS. (SP)

ED039725 EM008058
COST-BENEFITS: A BUYERS GUIDE FOR INSTRUCTIONAL TECHNOLOGY. [70], 31P.

THE MEANING OF COST-BENEFIT (C-B) STUDIES, ADVOCATED WITH INCREASING FREQUENCY AS A REMEDY FOR THE ILLS THAT BESET EDUCATION, IS EXPLAINED, THE DIFFICULTIES THAT EXIST IN TRANSFERING THE C-B TECHNIQUES OF BUSINESS AND DEFENSE TO EDUCATION ARE OUTLINED, AND SPECIFIC PIONEERING C-B STUDIES, PARTICULARLY THOSE AIMED AT EVALUATING NEW INSTRUCTIONAL MEDIA, ARE REVIEWED IN THIS PAPER. THE OVERALL CONCLUSION REACHED IS THAT MEANINGFUL C-B ANALYSIS IN THE MOST IMPORTANT AREAS OF EDUCATION IS NOT FEASIBLE UNTIL A SCIENTIFIC BASE ON EDUCATIONAL PROCESSES HAS BEEN ESTABLISHED. (SP)

ED039726 EM008059
ON THE ECONOMIC ANALYSIS OF EDUCATIONAL TECHNOLOGY. [70], 49P.

METHODS OF ASSESSING THE ACTUAL AND POTENTIAL EFFICIENCY OF ALTERNATIVE INSTRUCTIONAL STRATEGIES, INCLUDING THOSE WHICH DEPEND HEAVILY UPON MECHANICAL AND ELECTRONIC INSTRUCTIONAL AIDS, ARE EXPLORED IN THIS ESSAY. THE PAPER ALSO COMPARES THE PROBLEM OF EVALUATING EDUCATIONAL OUTCOMES WITH THAT OF EVALUATING GOVERNMENT OUTPUTS IN GENERAL, AND DISCUSSES THE STRENGTHS AND WEAKNESSES OF THE SYSTEMS ANALYSIS APPROACH. FINALLY, AN EXTENDED EXAMPLE IS GIVEN WHICH IS DESIGNED TO ILLUSTRATE AN ANALYTICAL PROCEDURE FOR DETERMINING COSTS AND TO PROVIDE INSIGHTS INTO THE PLACE OF AUDIOVISUAL MATERIALS IN CONTEMPORARY EDUCATION. (SP)

ED039727 EM008060
THE COSTS OF INSTRUCTIONAL TECHNOLOGY. [70], 36P.

IN ORDER TO COMMUNICATE A FEELING FOR THE COSTS OF THE NEW INSTRUCTIONAL TECHNOLOGY TOOLS, THE AUTHOR PRESENTS AN ESTIMATED ANNUAL COST TABLE FOR THREE MAJOR INSTRUCTIONAL TECHNOLOGIES--INSTRUCTIONAL TELEVISION, COMPUTER ACCESS, AND COMPUTER ASSISTED INSTRUCTION (CAI). HE BUILDS A MODEL SCHOOL DISTRICT OF 100,000 ELEMENTARY AND SECONDARY STUDENTS AND DISCUSSES THE COSTS OF VARIOUS CONFIGURATIONS OF MEDIA FOR THE DISTRICT. HE IDENTIFIES EIGHT KEY VARIABLES WHICH ARE CRITICAL IN MAKING THESE ESTIMATES, AND POINTS OUT WAYS IN WHICH THEY MAY BE MANIPULATED TO REDUCE THE COSTS OF INSTRUCTIONAL TECHNOLOGY. THE QUESTION OF WHETHER INSTRUCTIONAL TECHNOLOGY WILL BE USED IN ADDITION TO CONVENTIONAL TEACHING METHODS, OR WHETHER IT WILL BECOME A SUBSTITUTE FOR SOME OF THEM, HE PREDICTS, WILL BE ANSWERED BY COMPARING COSTS PER STUDENT HOUR. (JY)

ED039728 EM008061
DECIDING WHETHER AND HOW TO USE EDUCATIONAL TECHNOLOGY IN THE LIGHT OF COST-EFFECTIVENESS EVALUATION. [70], 49P.

MANY NEW RESOURCES ARE AVAILABLE IN EDUCATION TODAY. THE AUTHOR OFFERS AN EVALUATION OF THESE RESOURCES, INCLUDING THEIR COST EFFECTIVENESS. HE DISCUSSES THE RESISTANCE TO CHANGE WHICH HAS SLOWED ACCEPTANCE OF NEW FORMS OF EDUCATIONAL TECHNOLOGY. HE PRESENTS A TABLE LISTING THE MAJOR MEDIA OF EDUCATIONAL TECHNOLOGY AVAILABLE TODAY, TOGETHER WITH A BRIEF DESCRIPTION OF THE STRENGTHS, WEAKNESSES, AND COSTS OF EACH. USING THE INFORMATION LISTED IN THE TABLE, HE DEMONSTRATES THE FACTORS WHICH MUST BE CONSIDERED IN CHOOSING AN INSTRUCTIONAL AID. HE EVALUATES IN DEPTH INSTRUCTIONAL TELEVISION AND COMPUTER ASSISTED INSTRUCTION. USING A SERIES OF FICTIONAL EXAMPLES, HE SUGGESTS AN APPROACH TO DECISION MAKING ON NEW INSTRUCTIONAL MEDIA IN EDUCATIONAL SYSTEMS AT VARIOUS LEVELS--SCHOOL, SCHOOL SYSTEM, COLLEGE, UNIVERSITY, STATE SYSTEM OF HIGHER EDUCATION, NATIONAL EDUCATIONAL SYSTEM, AND INTERNATIONAL EDUCATION. A REFERENCE LIST IS PROVIDED. (JY)

ED039730 EM008063
COST ANALYSIS OF INSTRUCTIONAL TECHNOLOGY. JOHNSON, F. CRAIG; DIETRICH, JOHN E., [70], 19P.

ALTHOUGH SOME SERIOUS LIMITATIONS IN THE COST ANALYSIS TECHNIQUE DO EXIST, THE NEED FOR COST DATA IN DECISION MAKING IS SO GREAT THAT EVERY EFFORT SHOULD BE MADE TO OBTAIN ACCURATE ESTIMATES. THIS PAPER DISCUSSES THE SEVERAL ISSUES WHICH ARISE WHEN AN ATTEMPT IS MADE TO MAKE QUALITY, TRADE-OFF, OR SCOPE DECISIONS BASED ON COST DATA. THREE METHODS OF COST ANALYSIS OF INSTRUCTIONAL TECHNOLOGY ARE PRESENTED. ONE METHOD ASSIGNS COSTS FROM ACADEMIC BUDGET FUNDS, A SECOND FROM DIRECT INSTRUCTIONAL SALARY COSTS, AND A THIRD FROM DIRECT AND INDIRECT COSTS. TO ILLUSTRATE HOW SEVERAL COST ANALYSIS METHODS CAN BE APPLIED TO A SINGLE USE OF INSTRUCTIONAL TECHNOLOGY, THE THREE-YEAR OPERATION OF CLOSED CIRUIT TELEVISION AT MICHIGAN STATE UNIVERSITY IS DESCRIBED. A SHORT LIST OF REFERENCES IS APPENDED. (JY)

ED039735 EM008068
INNOVATIONS IN INDUSTRY LIKELY TO AFFECT INSTRUCTIONAL TECHNOLOGY DURING THE NEXT TEN YEARS. [70], 33P.

THE CONTENT OF THIS REPORT IS BASED PRIMARILY ON AN ASSESSMENT OF THE ACTIVITIES AND PLANS OF LARGE COMPANIES CURRENTLY INVOLVED IN VARIOUS PHASES OF INSTRUCTIONAL TECHNOLOGY, ON AN EXTENSIVE REVIEW OF REPORTS PUBLISHED ON THE SUBJECT, AND ON THE KNOWLEDGE AND EXPERIENCE OF THE AUTHOR WITH SIMILAR STUDIES. THE REPORT EXAMINES BROAD AREAS OF INDUSTRIAL TECHNOLOGICAL ADVANCEMENT LIKELY TO OCCUR IN THE NEXT TEN YEARS. IT NOTES THAT ALMOST ANYTHING OF A TECHNOLOGICAL NATURE THAT IS DESIRED CAN BE DONE. EXAMPLES ARE CITED OF SPECIFIC NEW PRODUCTS TO BE EXPECTED. A NUMBER OF FACTORS LIKELY TO AFFECT THE NATURE AND EXTENT OF CHANGE IN INSTRUCTIONAL TECHNOLOGY ARE EXAMINED. THE REPORT NOTES TWO BASIC FACTORS REQUIRED FOR INNOVATION: RECOGNITION OF THE NEED FOR CHANGE, AND A CONVICTION THAT THE PROPOSED INNOVATION MEETS THE NEED ON THE BASIS OF COST RELATED TO BENEFIT. THE FINAL SECTION OF THE REPORT SUGGESTS SOME OF THE BASIC PROBLEMS WHICH HINDER THE USE OF INSTRUCTIONAL TECHNOLOGY IN MEANINGFUL WAYS IN EDUCATION. (JY)

ED039736 EM008069
SHOULD EDUCATORS GENERATE SPECIFICATIONS FOR THE PURCHASE OF EQUIPMENT? [70], 15P.

MANY EDUCATORS BELIEVE THAT THEY SHOULD BE ABLE TO DECIDE WHAT THEY NEED AND ISSUE FUNCTIONAL SPECIFICATIONS FOR THE EQUIPMENT THEY WANT TO PURCHASE. IN ORDER TO MAXIMIZE THE COST EFFECTIVENESS OF A GIVEN TECHNOLOGY, IT MAY BE BETTER TO HAVE A CONSTANT INTERPLAY BETWEEN PEOPLE FAMILIAR WITH EDUCATIONAL PROBLEMS, EDUCATIONAL RESEARCH, HARDWARE TECHNOLOGIES, AND PRODUCTION AND DEVELOPMENT COSTS, SO THAT IT WILL BE POSSIBLE TO MAKE INTELLIGENT TRADE-OFFS AMONG VARIOUS ALTERNATIVE APPROACHES. EDUCATIONAL USERS SHOULD ALSO BE REPRESENTED ON ALL APPROPRIATE INDUSTRIAL STANDARDIZATION COMMITTEES AND SHOULD AGREE TO SPECIFY THAT ALL EQUIPMENT THEY ORDER MUST BE IN COMPLIANCE WITH THE STANDARDIZATION RECOMMENDATIONS OF THESE COMMITTEES, UNLESS THERE IS SOME URGENT EDUCATIONAL REASON FOR DEVIATING. GOVERNMENT SUPPORT OF RESEARCH WOULD HELP TO ENCOURAGE COMPANIES TO DEVELOP PRODUCTS WITHOUT THE NECESSITY OF HAVING A GUARANTEED MARKET AGAINST WHICH THEY CAN WRITE OFF THEIR DEVELOPMENT COSTS. (JY)

ED039755 EM008091
IMPLEMENTING THE STANDARDS ESTABLISHED FOR SCHOOL MEDIA PROGRAMS. [70], 6P.

DETAILED COST CALCULATIONS FOR IMPLEMENTATION AT A "BASIC" LEVEL OF THE NEW STANDARDS FOR SCHOOL MEDIA PROGRAMS OF THE AMERICAN LIBRARY ASSOCIATION ARE PRESENTED. (SP)

ED039770 EM008106
INSTRUMENTS OF INSTRUCTION: THE BOOK PLUS THE NEW MEDIA. [70], 9P.

A BOOK IS A PRESENTER OF DATA, AN EXPLICATOR OF RELATIONSHIPS AMONG THE DATA, AN ILLUSTRATOR, AND AN EXERCISER. USING THE TECHNIQUES OF OPERATIONS ANALYSIS, EDUCATORS MAY BE ABLE TO COMPARE, ON A COST-EFFECTIVENESS BASIS, VARIOUS METHODS OF ACHIEVING STATED OBJECTIVES. AN ADEQUATE IDENTIFICATION OF THE VALUES AND LIMITATIONS OF THE NEW MEDIA DOES NOT EXIST, NOR HAVE THE GOALS OF INSTRUCTION BEEN SPECIFICALLY DEFINED. UNTIL THESE FACTORS ARE SATISFIED THERE WILL BE LITTLE MOTIVATION FOR THE USE OF NEW TECHNOLOGICAL DEVICES IN EDUCATION. (JY)

ED039823 FL001781
SHOULD FL COURSES BE ELIMINATED? NO! BUT MODIFICATIONS ARE NEEDED. 70, 4P.

A SUPERINTENDENT OF SCHOOLS SHARES HIS VIEWS ON THE PROBLEMS OF MAINTAINING AND DEVELOPING FOREIGN LANGUAGE PROGRAMS. REASONS SUPPORTING FOREIGN LANGUAGE STUDY UNDERSCORE THE NEED FOR INNOVATIVE PROGRAMS WHICH ARE SOCIALLY RELEVANT FOR THE MASSES AS WELL AS FOR THE GIFTED STUDENT. DISCUSSION OF THE SIGNIFICANCE OF COMMUNICATION, CULTURAL UNDERSTANDING, RELEVANCE, ATTRITION RATES, FLES, CURRICULAR REFORM, AND MEDIA IS DIRECTED TO THE REALIZATION THAT DIVERSITY IS FUNDAMENTAL TO THE CONTINUANCE OF FOREIGN LANGUAGE PROGRAM INSTRUCTION. (RL)

ED039862 HE001644
HOW THE OFFICE OF EDUCATION ASSISTS COLLEGE STUDENTS AND COLLEGES. JUN 70, 75P.
HC NOT AVAILABLE FROM EDRS.

THIS PUBLICATION DESCRIBES PROGRAMS ADMINISTERED BY THE US OFFICE OF EDUCATION TO AID INSTITUTIONS OF HIGHER EDUCATION, COLLEGE STUDENTS, RESEARCH AND COMMUNITY ACTIVITY. LISTINGS OF PROGRAMS SUPPORTING INSTITUTIONS ARE DIVIDED INTO CATEGORIES OF INSTRUCTIONAL IMPROVEMENT (26), FACILITIES AND EQUIPMENT (7), AND DISADVANTAGED STUDENTS (4). SUPPORT FOR INDIVIDUAL STUDENTS IS DIVIDED INTO THE TWO CATEGORIES OF GENERAL STUDENT FINANCIAL AID (6) AND AID FOR STUDY IN SPECIFIC AREAS (14). NINE PROGRAMS SUPPORTING RESEARCH AND 10 PROGRAMS SUPPORTING COMMUNITY ACTIVITY ARE LISTED AND DESCRIBED. INFORMATION IS INCLUDED ON OFFICE OF EDUCATION SERVICES TO COLLEGES AND UNIVERSITIES AND PUBLICATIONS ON HIGHER EDUCATION. APPENDICES IDENTIFY THE LEGISLATION UNDER WHICH PROGRAMS ARE ADMINISTERED, NAME SOURCES OF INFORMATION ON GUARANTEED STUDENT LOANS, NAME THE REGIONAL DIRECTORS OF HIGHER EDUCATION AND REGIONAL ENGINEERS, AND LIST THE ERIC CLEARINGHOUSES. (JS)

ED039940 PS003074
STATEMENT BY MARSDEN G. WAGNER, M. D. REPRESENTING THE AMERICAN PUBLIC HEALTH ASSOCIATION BEFORE THE SELECT SUBCOMMITTEE ON EDUCATION, MARCH 3, 1970. MAR 70, 4P.

CRITICAL ISSUES IN DAY CARE AND EARLY CHILD EDUCATION ARE OUTLINED, AND HR BILL 13520 IS EVALUATED. THE ISSUES ARE: (1) THE SERIOUS SHORTAGE OF DAY CARE FOR CHILDREN OF WORKING MOTHERS, (2) RAPIDLY INCREASING EVIDENCE THAT INTERVENTION MUST BEGIN BEFORE THE AGE OF 3, IF THE POVERTY CYCLE IS TO BE BROKEN, (3) A NEED FOR COMPREHENSIVE, CONTINUOUS HEALTH AND EDUCATION SERVICES FOR CHILDREN, PREFERABLY IN THE SAME PHYSICAL LOCATION (PERHAPS AT A CHILDREN'S CENTER) FOR CONSISTENCY OF CARE AND LOWERED COSTS, (4) PARENT INVOLVEMENT IN AREAS OF PROGRAM DEVELOPMENT AND PARENT EDUCATION, (5) THE NEED FOR TRAINED MANPOWER TO ESTABLISH AND SUPERVISE DAY CARE AND EARLY EDUCATION PROGRAMS, AND (6) THE URGENT NEED OF CHILDREN FOR POWERFUL POLITICAL AND PROFESSIONAL ADVOCATES. HR 13520 IS VALUABLE BECAUSE IT WOULD MAKE FUNDS AVAILABLE FOR DAY CARE SERVICES, BUT IT SHOULD BE CHANGED TO INCLUDE CHILDREN UNDER 3. THE BILL CONTAINS THE POTENTIAL FOR DEVELOPMENT OF COMPREHENSIVE CHILD CARE PROGRAMS INCLUDING HEALTH, NUTRITIONS AND SOCIAL SERVICES AND DAILY PROGRAMS. HOWEVER, THE BILL SHOULD EITHER (1) DETAIL WHAT THESE SERVICES SHOULD INCLUDE AND HOW THEY WOULD BE COORDINATED, OR (2) PROVIDE AN ADMINISTRATIVE MECHANISM WITH AUTHORITY TO DEVELOP SERVICE MODELS, STANDARDS, COORDINATING MECHANISMS, AND QUALITY CONTROL METHODS. IF PASSED, A STRONG PROFESSIONAL ADVOCATE TO ADMINISTER THE PROGRAM IS ESSENTIAL. THE OFFICE OF CHILD DEVELOPMENT IS SUGGESTED AS THE BEST AGENCY AT PRESENT TO ACT IN THIS CAPACITY, BUT ITS AUTHORITY AND RESPONSIBILITIES NEED TO BE STRENGTHENED AND EXPANDED. (AUTHOR/NH)

ED039941 PS003075
STATEMENT ON COMPREHENSIVE PRESCHOOL EDUCATION AND CHILD DAY CARE ACT OF 1969 BEFORE THE SELECT SUBCOMMITTEE ON EDUCATION, FEBRUARY 27, 1970. 27 FEB 70, 4P.

THIS DOCUMENT IS AN OFFICIAL STATEMENT MADE BY GEORGE D. FISCHER, A SPOKESMAN FOR THE NATIONAL EDUCATION ASSOCIATION AND OTHER CONCERNED GROUPS. THE STATEMENT WAS MADE BEFORE THE SELECT COMMITTEE ON EDUCATION IN RESPONSE TO A HOUSE BILL ON PRESCHOOL EDUCATION. MR. FISCHER BEGINS BY PRAISING THE BILL, PARTICULARLY ITS EMPHASIS ON THE CHILD-DEVELOPING CONTENT OF THE PROGRAMS. HE ASKS, HOWEVER, THAT THE BILL BE ALTERED TO SAY THAT CHILDREN OTHER THAN THE ECONOMICALLY DEPRIVED SHOULD BE ENCOURAGED TO PARTICIPATE IN THE PROGRAMS. HE GOES ON TO EXPRESS PLEASURE AT THE PROVISIONS MENTIONED IN THE BILL FOR INVOLVING PARENTS IN THE PROGRAMS, BUT ASKS THAT ADDITIONAL PROVISIONS BE MADE FOR USING HIGH SCHOOL STUDENTS IN A WORK-STUDY SITUATION. HE SUGGESTS FURTHER (1) A SPECIFIC SECTION IN THE LAW WITH AN ADEQUATE APPROPRIATION FOR THE TRAINING OF PROFESSIONAL PERSONNEL, (2) AN INCREASE IN FEDERAL AID FOR THE CONSTRUCTION OF FACILITIES, (3) THE ESTABLISHMENT OF A FEDERAL BUILDING AUTHORITY, (4) A PROVISION PROHIBITING SECTARIAN INSTRUCTION, (5) A SPECIAL SECTION IN THE BILL TO AUTHORIZE PAYMENTS TO SCHOOL DISTRICTS TO ESTABLISH AFTER SCHOOL PROGRAMS FOR YOUNG SCHOOL AGED CHILDREN WHOSE MOTHERS WORK, AND (6) A PROVISION IN THE BILL TO ENCOURAGE EMPLOYERS TO PROVIDE MINIMUM-COST DAY CARE FOR THE CHILDREN OF WORKING MOTHERS. (MH)

ED039959 RC004340
COMMUNITY BACKGROUND REPORTS: EDUCATION ON THE HOOPA RESERVATION, NATIONAL STUDY OF AMERICAN INDIAN EDUCATION, SERIES I, NO. 2, FINAL REPORT. 70, 42P.

"EDUCATION ON THE HOOPA RESERVATION" IS A PART OF THE FINAL REPORT OF THE NATIONAL STUDY OF AMERICAN INDIAN EDUCATION. GEOGRAPHIC AND HISTORICAL DESCRIPTIONS ARE PRECEDED BY A REVIEW OF THE ECONOMY OF THE HOOPA COMMUNITY. THE PROBLEMS OF PREJUDICE, DISCRIMINATION, AND SEGREGATION IN THE COMMUNITY CONCLUDE PART I OF THE DOCUMENT. PART II REPORTS THE STATE OF EDUCATION ON THE HOOPA RESERVATION TODAY. INFORMATION FROM THE ADMINISTRATION, THE TEACHERS, THE PARENTS, THE BOARD OF TRUSTEES, AND THE TRIBAL COUNCIL WAS GATHERED BY INTERVIEW, AND STUDENTS REACTED TO A QUESTIONNAIRE. TOPICS INCLUDED IN THE INTERVIEWS AND QUESTIONNAIRE LEND THEMSELVES TO HOW EACH GROUP PERCEIVES THE SCHOOL AND CURRICULUM. RECENT EDUCATIONAL INNOVATIONS DEVELOPED WITH FEDERAL MONEY ARE ALSO DISCUSSED. A TABLE ON HIGH SCHOOL LEAVERS IS APPENDED. (LS)

ED039973 RC004369
INSTRUCTIONAL MATERIALS AND MEDIA, LEFLORE COUNTY SCHOOL DISTRICT, MISSISSIPPI. REPORTS OF CONSULTANTS AND ADVISORY SPECIALISTS UNDER PLANNING GRANT, TITLE III, ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965. JAN 69, 16P.

THROUGH JOINT EFFORTS THAT INCLUDED FEDERAL FUNDS, SCHOOL STAFF, AND COMMUNITY MEMBERS, LEFLORE COUNTY SCHOOLS IN RURAL MISSISSIPPI HAVE MADE ADVANCES IN EDUCATION. THE USES OF INSTRUCTIONAL MATERIALS AND MEDIA ARE DESCRIBED IN THIS 1969 DOCUMENT, ALONG WITH AREAS WHERE DEFICIENCIES ARE FOUND. ONE SECTION CITES SPECIFIC FINDINGS WITH RESPECT TO THE AUDIOVISUAL AIDS PROGRAM. SOME RECOMMENDATIONS GIVEN IN THE REPORT ARE THAT (1) OVERALL CURRICULUM COORDINATORS ARE NEEDED, (2) THE SOCIAL SCIENCES AND LANGUAGE ARTS NEED CURRICULUM RENOVATION AND RENEWED EMPHASIS, (3) AN OVERALL PLAN FOR COORDINATION OF THE ACQUISITION AND SERVICES OF LEARNING RESOURCES BE DEVELOPED, (4) MORE TEACHER INVOLVEMENT IN CURRICULAR PROBLEMS AND PLANNING BE IMPLEMENTED, AND (5) INSERVICE EDUCATION PROGRAMS FOR TEACHERS BE LAUNCHED. THIS DOCUMENT WAS PREPARED UNDER TITLE III OF THE ELEMENTARY AND SECONDARY EDUCATION ACT. (AN)

ED039978 RC004379
ESTABLISHMENT OF AN OUTDOOR EDUCATION PROGRAM FOR UNIFIED SCHOOL DISTRICT #345 WITH MAXIMUM USE OF FEDERAL OR PRIVATE FUNDS. 68, 261P.
DOCUMENT NOT AVAILABLE FROM EDRS.

OUTDOOR EDUCATION PROGRAMS IN SEVERAL STATES WERE VISITED TO CONDUCT INTERVIEWS AND TO MAKE OBSERVATIONS CONCERNING CURRICULUM, FINANCING, FACILITIES, ORGANIZATION, AND INTERAGENCY COOPERATION. IT WAS FOUND THAT THE FORM OF PROGRAMS AND ARRANGEMENTS FOR FACILITIES WERE DETERMINED BY LOCAL NEEDS AND RESOURCES. IN GENERAL, PROGRAMS WERE LIMITED TO ELEMENTARY SCHOOLS, WERE FINANCED THROUGH LOCAL TAX MONIES, AND FACILITIES WERE RENTED OR LEASED. A REVIEW OF FEDERAL AID PROGRAMS REVEALED AVAILABLE FINANCIAL ASSISTANCE FROM TITLES I AND III OF THE ELEMENTARY AND SECONDARY EDUCATION ACT. IN ADDITION, VARIOUS FEDERAL AGENCIES WERE FOUND WHICH PROVIDE LAND, FUNDS, AND SERVICES TO SCHOOL DISTRICTS FOR OUTDOOR EDUCATION AND RECREATION PROGRAMS. AT THE CONCLUSION OF THE STUDY, UNIFIED SCHOOL DISTRICT #345 ESTABLISHED AN OUTDOOR EDUCATION PROGRAM ON 160 ACRES WITH OPERATIONAL FINANCING FOR 3 YEARS WITHOUT THE EXPENDITURE OF LOCAL OR STATE FUNDS. (JH)

ED039980 RC004381
AN ADMINISTRATIVE GUIDE FOR INITIATING RESIDENT OUTDOOR EDUCATION IN THE PUBLIC SCHOOLS. 65, 287P.
DOCUMENT NOT AVAILABLE FROM EDRS.

ADMINISTRATIVE GUIDES USEFUL IN INITIATORY PLANNING FOR PUBLIC SCHOOL PROGRAMS OF RESIDENT OUTDOOR EDUCATION WERE DEVELOPED FROM PRACTICES EMPLOYED BY PROGRAM ADMINISTRATORS AND FROM PROFESSIONAL OPINION, THE LITERATURE, AND THE AUTHOR'S EXPERIENCE. OUTDOOR EDUCATION PROGRAMS WERE SURVEYED BY QUESTIONNAIRE, AND 9 OUTDOOR SCHOOLS IN THE MIDWEST WERE VISITED. OVER 90 PERCENT OF CURRENT PROGRAMS WERE FOUND TO BE IN 5 STATES WHERE STRONG SUPPORT EXISTED FROM UNIVERSITIES, THE STATE LEGISLATURES, LOCAL SCHOOL DISTRICTS, AND STATE AGENCIES. AMONG THE GUIDELINES PROPOSED WERE THAT MANY SCHOOL PERSONNEL AND COMMUNITY PEOPLE SHOULD BE INVOLVED IN PLANNING ACTIVITIES

ED039983 RC004384
A SURVEY OF THE ADMINISTRATIVE SITUATION IN ALASKA AS IT AFFECTS ESKIMOS, INDIANS, AND ALEUTS. AUG 69, 24P.
HC NOT AVAILABLE FROM EDRS.

THE DOCUMENT EXAMINED THE TREND OVER THE LAST DECADE OF AN INCREASE IN THE NUMBER AND VARIETY OF PROGRAMS WHICH AFFECT, OR ARE OPEN TO, THE ALASKA NATIVE (ESKIMOS, ALEUTS, AND OTHER INDIANS). THE REASONS FOR THE TREND WERE REPORTED AS (1) THE NEW FEDERAL PROGRAMS AND INCREASES IN FUNDING THROUGH THE BUREAU OF INDIAN AFFAIRS AND THE PUBLIC HEALTH SERVICE, (2) CONGRESSIONAL LEGISLATION AIMED AT IMPROVING THE LOT OF ALL DEPRIVED CITIZENS, (3) THE EFFORTS OF THE GOVERNMENT OF THE STATE OF ALASKA, AND (4) THE WORK OF STATE AND COMMUNITY NATIVE SPOKESMEN. THREE CATEGORIES OF ADMINISTRATION WERE CONSIDERED: STATE, FEDERAL, AND AGENCY.

ED040038 SE008010
REPORT ON CONSERVATION AND OUTDOOR SCIENCE EDUCATION IN CALIFORNIA, 1966-67. JUL 68, 21P.

OUTLINED IS THE HISTORY OF CONSERVATION AND OUTDOOR EDUCATION WITH SPECIAL EMPHASIS ON CALIFORNIA. THE ROLES OF CALIFORNIAN STATE AGENCIES AND PROFESSIONAL ORGANIZATIONS ARE DESCRIBED. PURPOSES AND PROGRAMS OF THE ASSOCIATION FOR OUTDOOR EDUCATION ARE OUTLINED AND CALIFORNIAN LEGISLATION RELATED TO PROVISION OF OUTDOOR EDUCATION, AUTHORIZATION OF FORESTRY COURSES, AND THE ROLE OF COUNTY SUPERINTENDENTS OF SCHOOLS IS CITED. AN ACCOUNT IS GIVEN OF RECENTLY DEVELOPED PROGRAMS, INCLUDING ESEA TITLE I AND TITLE III PROJECTS AS WELL AS PROGRAMS DEVELOPED BY LOCAL SCHOOL DISTRICTS. AN APPENDIX GIVES DATA ON RESIDENT OUTDOOR EDUCATION PROGRAMS 1966-67, AND ON USE BY COUNTIES OF FIELD TRIPS AND SCHOOL NATURE AREAS. A SELECTED BIBLIOGRAPHY IS INCLUDED. (EB)

ED040041 SE008097
THE DISTINGUISHING CHARACTERISTICS OF HIGH SCHOOLS WITH HIGH AND LOW ENROLLMENTS IN PHYSICS. 6 MAR 70, 20P.

THIS PAPER PRESENTS THE PROCEDURES, RESULTS, AND CONCLUSIONS OF A STUDY DESIGNED TO DETERMINE IF HIGH SCHOOLS WITH EITHER HIGH OR LOW ENROLLMENTS IN PHYSICS EXHIBIT ANY DISTINGUISHING CHARACTERISTICS THAT ARE MEASURABLE. THE STUDY INVOLVED 48 SCHOOLS, 51 PHYSICS TEACHERS, AND 3767 STUDENTS IN THE STATE OF MICHIGAN. QUESTIONNAIRES WERE ADMINISTERED TO (1) PHYSICS TEACHERS, (2) PHYSICS STUDENTS, (3) CHEMISTRY STUDENTS, AND (4) GUIDANCE COUNSELORS TO COLLECT DATA PERTAINING TO THE PERSONALITY CHARACTERISTICS OF THE PHYSICS TEACHERS, TEACHING LOADS, TEACHING EXPERIENCE, THE LEARNING ENVIRONMENT, PHYSICS ENROLLMENT, THE VOCATIONAL CHOICES OF PHYSICS STUDENTS, ACHIEVEMENT AND GRADES IN PHYSICS AND THE REASONS STUDENTS GIVE FOR TAKING PHYSICS. THE FINDINGS SHOW THAT (1) ONLY A SMALL PERCENTAGE OF STUDENTS INDICATED THAT THE PHYSICS TEACHER HAD EITHER A POSITIVE OR NEGATIVE INFLUENCE ON THEIR DECISION TO TAKE PHYSICS, (2) GUIDANCE COUNSELORS WERE MORE STRINGENT THAN PHYSICS TEACHERS WITH REGARD TO THE MATHEMATICS PREREQUISITE OF PHYSICS STUDENTS, AND (3) PHYSICS GRADES WERE IN ALL CASES LOWER THAN THE GRADES PHYSICS STUDENTS RECEIVED IN THEIR OTHER ACADEMIC SUBJECTS. SOME IDEAS FOR IMPROVING THE PHYSICS ENROLLMENT ARE PRESENTED. BIBLIOGRAPHY. (LC)

ED040132 SP003897
THE EDUCATION PROFESSIONS: A REPORT ON THE PEOPLE WHO SERVE OUR SCHOOLS AND COLLEGES--1968. AS REQUIRED BY THE EDUCATION PROFESSIONS DEVELOPMENT ACT. JUN 69, 387P.
HC NOT AVAILABLE FROM EDRS.

THE FIRST ANNUAL ASSESSMENT OF THE EDUCATIONAL PROFESSIONS PREPARED BY THE U.S. OFFICE OF EDUCATION BEGINS WITH A BRIEF SURVEY OF THE SITUATION AND CONTINUES WITH A DETAILED CONSIDERATION UNDER THREE MAIN HEADINGS: ELEMENTARY AND SECONDARY EDUCATION PERSONNEL, WITH CHAPTERS ON SUPPLY AND DEMAND

ED040142 SP003934
THE APSCOE PROJECT IN SECONDARY EDUCATION. AN EXPERIMENTAL TEACHER TRAINING PROGRAM TO IMPROVE CURRICULUM AND INSTRUCTION IN SECONDARY SCHOOL ENGLISH AND IN MIDDLE SCHOOLS. NOV 69, 11P.

THE AIM OF THIS LOCALLY-FUNDED COOPERATIVE ENTERPRISE OF THE ALBUQUERQUE PUBLIC SCHOOLS (APS) AND THE COLLEGE OF EDUCATION (COE) OF THE UNIVERSITY OF NEW MEXICO IS TO IMPROVE THE TRAINING OF SECONDARY AND MIDDLE SCHOOL TEACHERS AND TO IMPROVE THE SECONDARY ENGLISH CURRICULUM. STUDENT TEACHERS ARE SELECTED COMPETITIVELY FOR THE PROGRAM, WHICH INCLUDES ONE SEMESTER OF COURSES ON HUMAN DEVELOPMENT, TEACHING METHODS, AND CURRICULUM CONSTRUCTION, FOLLOWED BY A SEMESTER OF FULL-TIME STUDENT TEACHING FOR WHICH PARTICIPANTS RECEIVE A $350 STIPEND. THE STUDENT TEACHERS AND COOPERATING TEACHERS WORK IN TEAMS OF FIVE OR SIX IN SPECIAL FACILITIES THAT CAN ACCOMMODATE UP TO 80 STUDENTS. ALONG WITH UNIVERSITY PERSONNEL, THEY ALSO PARTICIPATE IN INTERPERSONAL TRAINING SESSIONS. THE REVISED CURRICULUM DEVELOPED DURING THE FIRST 2 YEARS OF THE PROGRAM WILL BE IMPLEMENTED THIS YEAR AND THEN REVISED AGAIN IF NECESSARY. APSCOE FUNDING IS ACCOMPLISHED BY AN AGREEMENT BETWEEN APS AND COE WHEREBY EXPECTED TEACHER VACANCIES IN THE TARGET SCHOOLS ARE LEFT UNFILLED AND THE MONEY SAVED IS ALLOCATED TO APSCOE PURPOSES. THE PERSONNEL GAP IS FILLED BY THE FULL-TIME STUDENT TEACHERS. (RT)

ED040155 SP003947
ENGINEERING ACCOUNTABILITY FOR RESULTS INTO PUBLIC EDUCATION. [70], 32P.

"ACCOUNTABILITY" IS A CLASSICAL TERM IN MANAGEMENT THEORY, BUT NEW IN EDUCATION. IT IS THE PRODUCT OF THE PROCESS OF PERFORMANCE CONTRACTING, IN WHICH A PUBLIC AUTHORITY GRANTS MONEY TO A LOCAL EDUCATIONAL AGENCY TO CONTRACT WITH PRIVATE ENTERPRISE TO ACHIEVE SPECIFIC GOALS WITHIN A SPECIFIC PERIOD FOR SPECIFIC COSTS. THIS PROCESS CAN BE ENGINEERED AS FOLLOWS: (1) THE LOCAL EDUCATIONAL AGENCY EMPLOYS A MANAGEMENT SUPPORT GROUP (MSG)

ED040219 UD010061
TITLE I PROJECT REPORT, 1969. 69, 306P.

APPROXIMATELY 288 PROGRAMS CONDUCTED IN VARIOUS COUNTIES OF GEORGIA DURING THE REGULAR SCHOOL YEAR OR SUMMER OF 1969 AND FUNDED UNDER TITLE I OF THE 1965 ELEMENTARY AND SECONDARY EDUCATION ACT ARE HERE REPORTED IN SUMMARY FASHION. THE FOLLOWING INFORMATION IS PROVIDED CONCERNING EACH PROGRAM: NAME OF SYSTEM, NAME OF PROJECT, REGULAR OR SUMMER TERM, FUNDS APPROVED FOR THIS PROJECT, NUMBER OF PARTICIPATING CHILDREN, AND PERSON SUBMITTING SUMMARY

ED040227 UD010124
URBAN EDUCATION: TODAY AND TOMORROW. APR 70, 28P.
HC NOT AVAILABLE FROM EDRS.

IF NEEDED SIGNIFICANT EDUCATIONAL CHANGE IS TO BE ACHIEVED, SOME COUNTERVAILING POWER SOURCE CAPABLE OF CONFRONTING ADMINISTRATIVE BUREAUCRACY AND MAKING IT CONFORM TO THE PRESENT NEEDS OF THE PUBLIC MUST BE ESTABLISHED. COMMUNITY CONTROL, THE SUBDIVISION OF THE LARGE SYSTEM INTO APPROPRIATE COMMUNITIES AND THE CONTROL OF EACH COMMUNITY BY ITS LOCAL CITIZENS AND THEIR APPOINTEES, MERITS A TRIAL. AMONG THE ACTIONS NEEDED TO SAVE OUR PUBLIC SCHOOLS ARE: MAKING SCHOOL BOARD MEMBERSHIP A FULLTIME, PAID ASSIGNMENT

ED040228 UD010125
THE EDUCATIONAL PARK: A GUIDE TO ITS IMPLEMENTATION. JAN 70, 59P.

THIS BOOK ANALYZES AND DISCUSSES THE VARIOUS ASPECTS OF THE "EDUCATIONAL PARK," THE CONCEPT OF WHICH WAS ORIGINATED AS AN APPROACH TO THE PRESENT-DAY CRISIS OF THE INNER CITY AND ITS PUBLIC SCHOOL SYSTEM. BASICALLY, THE EDUCATIONAL PARK IS CONCEIVED AS A LARGE CLUSTERING OF EDUCATIONAL FACILITIES SERVING ALL THE SCHOOLS ON A CAMPUS, SO AS TO BRING TOGETHER THE SCHOOL POPULATION OF MANY SMALL NEIGHBORHOODS AND THEREBY PROVIDING FOR THE CHILDREN AND ALL THE CITIZENS OF AN ENTIRE LARGER URBAN COMMUNITY

ED040233 UD010134
EDUCATION AND THE URBAN COMMUNITY: SCHOOLS AND THE CRISIS OF THE CITIES. HILLSON, MAURIE; AND OTHERS, 69, 506P.
DOCUMENT NOT AVAILABLE FROM EDRS.

THIS SELECTION OF 49 ARTICLES DEALS WITH THE CRISES AND CONFLICTS OF URBAN EDUCATION. ARTICLES DISCUSS THE IMPACT OF URBANIZATION, SOCIAL STRATIFICATION, THE EFFECTS OF URBAN POVERTY ON BLACK AND PUERTO RICAN FAMILIES, AND THE DISADVANTAGED SCHOOL DROPOUT. MANY ARTICLES DEAL WITH PROPOSED SOLUTIONS. AMONG THESE ARE READINGS WHICH DISCUSS THE TECHNOLOGY NECESSARY TO MAKE BOTH CURRICULUM AND SCHOOL ORGANIZATION MORE RELEVANT TO THE NEEDS OF INNER CITY YOUTH. CURRICULUM CHANGES PROPOSED INCLUDE UNGRADED CLASSES AND BILINGUAL EDUCATION. THE SCHOOL'S ROLE OF MAKING EMPLOYMENT OPPORTUNITY AVAILABLE, YOUTH ALIENATION, THE PROBLEMS AND COMPLEXITIES OF FEDERAL AID TO EDUCATION, AND ASPECTS OF SCHOOL COMMUNITY RELATIONSHIPS ARE ALSO TREATED. (KG)

ED040237 UD010162
DISTRICT DECENTRALIZED PROJECTS: PROJECT NO. 3169. EVALUATION OF ESEA TITLE I PROJECTS IN NEW YORK CITY, 1968-69. DEC 69, 291P.

THIS EVALUATION IS FOCUSED ON THE ACTUAL OPERATION AND RESULTS OF FIVE DECENTRALIZED PROJECTS. THE FOLLOWING CRITERIA WERE USED IN THE SELECTION OF THE SPECIFIC PROJECTS EXAMINED: THE PROJECTS WOULD REPRESENT DIFFERENT CATEGORIES OF PROGRAMS, DIFFERENT GEOGRAPHICAL AREAS OF NEW YORK CITY, AND DIFFERENT ALLOCATIONS IN AMOUNT OF THE TOTAL BUDGET. THE GENERAL GOALS OF THE EVALUATION WERE TO OBTAIN A DETAILED DESCRIPTION OF THE PROJECT FROM THE TITLE I AND PROJECT COORDINATORS, AND A MEASURE OF PUPIL PERFORMANCE WHEN PUPIL PERFORMANCE OR BEHAVIOR WAS INVOLVED, TO ASCERTAIN THE OPINIONS AND ATTITUDES OF TEACHERS, PARAPROFESSIONAL STAFF, PARENTS OF CHILDREN INVOLVED IN THE PROJECTS, AND LOCAL COMMUNITY REPRESENTATIVES REGARDING EACH PROJECT. PROJECTS EXAMINED WERE: "DIAGNOSTIC AND REMEDIAL LEARNING LABORATORY," "CULTURAL HERITAGE IMPLEMENTATION PROGRAM," "MOTIVATION IN LEARNING," "PARENTAL INVOLVEMENT IN LANGUAGE ARTS AND READING IMPROVEMENT FOR GRADES 1-3," AND "CLOSED CIRCUIT TELEVISION AND VIDEO TAPE RECORDING."

FINDINGS INDICATED GENERALLY POSITIVE RESULTS IN ALL PROJECTS EXCEPT THE TV VIDEOTAPE TEACHER TRAINING PROJECT, WHICH FALTERED DUE TO MECHANICAL AND ADMINISTRATIVE PROBLEMS. RECOMMENDATIONS INCLUDE THOSE OF ALLOTMENT OF MORE TIME FOR PLANNING, CREATION OF ANOTHER POSITION OF TITLE I COORDINATOR, AND MORE INTENSIVE EFFORTS TO INVOLVE COMMUNITY REPRESENTATIVES. APPENDED ARE SAMPLES OF QUESTIONNAIRE AND INTERVIEW FORMS, MATERIALS USED, AND RECORDS OF SOME OF THE RESPONSES. (RJ)

ED040241 UD010170
A PROGRAM TO STRENGTHEN EARLY CHILDHOOD EDUCATION IN POVERTY AREA SCHOOLS NOV 69, 142P.

THE PROGRAM TO STRENGTHEN EARLY CHILDHOOD EDUCATION IN POVERTY AREA SCHOOLS IN NEW YORK CITY, A TITLE I ESEA PROJECT, WAS DESIGNED TO CONTINUE THE EFFORTS OF PROJECT HEADSTART INTO THE PRIMARY GRADES. THE PROGRAM ATTEMPTED TO IMPROVE THE ACHIEVEMENT LEVEL OF PRIMARY GRADE PUPILS BY INTRODUCING REDUCED CLASS RATIOS, PARAPROFESSIONAL ASSISTANCE, AND PROVISION OF ADDITIONAL INSTRUCTIONAL MATERIALS. INVESTIGATION OF THE EXTENT TO WHICH THE PRESCRIBED ORGANIZATIONAL FRAMEWORK WAS IMPLEMENTED REVEALED A LOW DEGREE OF ACCOMPLISHMENT. LIMITATIONS OF CLASSROOM SPACE AND DIFFICULTIES IN RECRUITING EDUCATIONAL ASSISTANTS SEVERELY HANDICAPPED ORGANIZATIONAL PLANS. THE ALLOCATION OF ADDITIONAL INSTRUCTIONAL MATERIALS WAS NOT RECEIVED BY TWO-THIRDS OF THE SCHOOLS QUESTIONED. SUBSIDIARY FEATURES OF THE PROGRAM ENCOMPASSING THE AREA OF RELATED SERVICES, NUTRITIONAL, DENTAL, MEDICAL, PSYCHOLOGICAL AND SOCIAL SERVICES, AND PARENTAL INVOLVEMENT, RECEIVED RECOGNITION ONLY IN THE PROJECT PROPOSAL. NO BUDGET OR GUIDELINES WERE FORMULATED FOR THESE COMPONENTS. ANY INFERENCE S AS TO THE EFFECT OF THE PROGRAM ON ACADEMIC ACHIEVEMENT ARE VERY TENTATIVE DUE TO THE SHORTENED SCHOOL YEAR, NONRANDOM ASSIGNMENT OF PUPILS TO PROGRAM VARIANTS, LIMITED IMPLEMENTATION OF THE PROGRAM, AND THE HIGH RATE OF TEACHER AND PUPIL MOBILITY. (JM)

ED040243 UD010178
EDUCATION AND POVERTY REVISITED. 4 APR 70, 22P.

THIS PAPER CRITICIZES THE COLEMAN REPORT FOR NOT MEASURING HOW MUCH EXTRA LEARNING TOOK PLACE AS A RESULT OF FAVORABLE CHANGES IN SCHOOL INPUTS. OTHER LIMITATIONS WERE THAT THE RANGE OF SCHOOL INPUTS WERE CONFINED TO THOSE PRESENT IN THE SCHOOLS SURVEYED AND THAT NO INDICATION WAS GIVEN AS TO WHETHER THE EDUCATIONAL INVESTMENT WAS WORTHWHILE. IT IS ALSO ARGUED THAT EDUCATIONAL CHANGE SHOULD BE AIMED AT ELIMINATING POVERTY AND THAT LIFETIME INCOME GAIN RESULTING FROM LEARNING GAIN SHOULD BE GREATER THAN COSTS OF PRODUCING THAT CHANGE. LIFETIME INCOME GAIN CRITERION, IT IS HELD, CAN BE MEASURED IN FOUR STEPS.

ED040265 UD010373
EDUCATION VOUCHERS: FINANCING EDUCATION BY GRANTS TO PARENTS. A PRELIMINARY REPORT. MAR 70, 223P.

EDUCATION VOUCHERS ARE A MEANS OF PROVIDING MONEY DIRECTLY TO PARENTS ENABLING THEM TO PAY FOR THEIR CHILDREN'S EDUCATION AT THE SCHOOL OF THEIR CHOICE, PUBLIC OR PRIVATE.
IMPORTANT GROUND RULES ARE PART OF THE PRESENT PROPOSAL: NO SCHOOL SHOULD BE ABLE TO CHARGE PARENTS TUITION IN ADDITION TO THE VOUCHER AMOUNT, THUS PREVENTING DISCRIMINATION AGAINST THE POOR

ED040280 VT011085
MANPOWER REPORT OF THE PRESIDENT. A REPORT ON MANPOWER REQUIREMENTS, RESOURCES, UTILIZATION, AND TRAINING. MAR 70, 322P.
HC NOT AVAILABLE FROM EDRS.

THIS REPORT ON 1969 MANPOWER PROBLEMS AND PROGRAMS REFLECTS AN INCREASED EMPHASIS ON THE ECONOMIC AS WELL AS THE SOCIAL OBJECTIVES AND CONTRIBUTIONS OF MANPOWER PROGRAMS. SEVEN CHAPTERS PRESENT DETAILS OF THE ECONOMIC, SOCIOECONOMIC, LABOR, TRAINING, AND PROGRAMMATIC ACTIVITIES WHICH CONSTITUTE THE NATION'S MANPOWER PROGRAM: (1) MANPOWER AND ECONOMIC POLICY, (2) THE EMPLOYMENT AND UNEMPLOYMENT RECORD, (3) NEW DEVELOPMENTS IN MANPOWER PROGRAMS, (4) TOWARD EQUAL EMPLOYMENT OPPORTUNITY, (5) EMPLOYMENT AND POVERTY, (6) INCOME MAINTENANCE AND WORK INCENTIVES, AND (7) MANPOWER DEMAND AND SUPPLY IN PROFESSIONAL OCCUPATIONS. A NEW GUIDE TO FEDERALLY ASSISTED MANPOWER TRAINING AND SUPPORT PROGRAMS, A PROGRESS REPORT ON JOB MATCHING AND LABOR MARKET INFORMATION PROGRAMS, AND A STATISTICAL APPENDIX ARE APPENDED. (CH)

ED040420 CG005409
SUMMARY REPORT OF THE VOCATIONAL GUIDANCE INSTITUTE, ALBUQUERQUE, NEW MEXICO. HELD AT THE UNIVERSITY OF NEW MEXICO, JULY 21 TO AUGUST 8, 1969. PATTEN, BOB; OWEN, W. V., SEP 69, 43P.

THIS REPORT SUMMARIZES THE ACTIVITIES OF THE 1969 VOCATIONAL GUIDANCE INSTITUTE. EACH ACTIVITY LASTED ONE WEEK, THE FIRST BEING A LANGUAGE ORIENTATION WEEK. FIELD ACTIVITIES FILLED THE SECOND WEEK AS PARTICIPANTS TOURED PLANTS, ETC. DURING THE THIRD WEEK EACH SMALL GROUP WROTE AND PRESENTED A PAPER ON THEIR EXPERIENCES. THIS SUMMARY INCLUDES OPERATIONAL PROCEDURES OF THE INSTITUTE

ED040487 EA002878
HOW THE PUBLIC VIEWS NONPUBLIC SCHOOLS. 29 JUL 69, 16P.

THIS REPORT SUMMARIZES FINDINGS OF A NATIONWIDE SURVEY DESIGNED TO ASSESS PUBLIC OPINION REGARDING NONPUBLIC SCHOOL EDUCATION. IN FEBRUARY 1969, INTERVIEWS WITH 1,505 ADULTS WERE CONDUCTED BY GALLUP INTERNATIONAL IN A VARIETY OF COMMUNITIES THROUGHOUT THE NATION. RESPONSES REVEALED THE PUBLIC'S LEVEL OF INFORMATION CONCERNING NONPUBLIC SCHOOLS

ED040491 EA002884
THREE APPROACHES TO EDUCATIONAL RESOURCE ALLOCATION. DEC 68, 40P.

THE THREE MAIN APPROACHES TO EDUCATIONAL PLANNING ARE SOCIAL DEMAND, MANPOWER FORECASTING, AND COST BENEFIT. THE SOCIAL DEMAND APPROACH, USEFUL ONLY FOR REFERENCE PURPOSES, ATTEMPTS TO FORECAST AND ASSESS CONSUMER DEMAND FOR EDUCATION. MANPOWER FORECASTING TRIES TO INSURE AN OUTPUT OF THE EDUCATIONAL SYSTEM TO MEET FUTURE ECONOMIC DEMANDS, BUT PROVIDES MERE APPROXIMATIONS FOR MEDIUM-AND SHORTRUN GOALS. THE COST-BENEFIT APPROACH, WHICH WILL BE MOST UTILIZED IN THE FUTURE, ATTEMPTS TO INSURE EITHER MAXIMIZATION OF SOME OBJECTIVE FUNCTION, OR MINIMIZATION OF RESOURCES USED TO ACHIEVE A CERTAIN GOAL. ALTHOUGH SOMETIMES INACCURATE, RATIOS ARE ESSENTIAL TO THIS APPROACH. THESE THREE APPROACHES WILL BE USED UNTIL REPLACED BY MORE RELIABLE TOOLS, BUT IN THE FINAL ANALYSIS THE DECISION-MAKING FUNCTION FOR EDUCATIONAL RESOURCE ALLOCATION WILL REMAIN POLITICAL. (AUTHOR/LLR)

ED040492 EA002885
THE PRINCIPALSHIP: JOB SPECIFICATIONS AND SALARY CONSIDERATIONS FOR THE 70'S. MELTON, GEORGE E.; AND OTHERS., 70, 70P.
HC NOT AVAILABLE FROM EDRS.

THIS DOCUMENT HAS THREE PARTS: (1) AN UPDATED JOB DESCRIPTION OF THE SECONDARY SCHOOL PRINCIPALSHIP, (2) A MODERN APPROACH TO AN EVALUATION OF THE PRINCIPAL'S PERFORMANCE, AND (3) A STATEMENT OF HOW TO DETERMINE SALARIES FOR PRINCIPALS. THE TEXT STRESSES THAT THE PRINCIPAL MUST PERFORM A VARIETY OF ROLES.

ED040495 EA002888
ADMINISTRATIVE TECHNOLOGY AND THE SCHOOL EXECUTIVE: APPLYING THE SYSTEMS APPROACH TO EDUCATIONAL ADMINISTRATION. 69, 171P.
HC NOT AVAILABLE FROM EDRS.

IN THIS ERA OF RAPID SOCIAL CHANGE, EDUCATIONAL ADMINISTRATORS HAVE DISCOVERED THAT NEW APPROACHES TO PROBLEM SOLVING AND DECISION MAKING ARE NEEDED. SYSTEMS ANALYSIS COULD AFFORD A PROMISING APPROACH TO ADMINISTRATIVE PROBLEMS BY PROVIDING A NUMBER OF SYSTEMATIC TECHNIQUES DESIGNED TO SHARPEN ADMINISTRATIVE DECISION MAKING, ENHANCE EFFICIENCY, AND INCREASE THE PROBABILITY OF EDUCATIONAL PROGRAM EFFECTIVENESS. SEVERAL SYSTEM MODELS FOR RATIONAL DECISION MAKING HAVE BEEN DEVELOPED BY BUSINESS, MILITARY, AND INDUSTRIAL ORGANIZATIONS. EACH OF THESE MODELS DEPENDS UPON AN OPERATIONAL DEFINITION OF THE DESIRED RESULT, A SPECIFICATION OF THE PROCESSES DESIGNED TO ACHIEVE THAT RESULT, AND EVALUATIVE TECHNIQUES TO ASSESS THE SUCCESS OF EACH PROCESS. SCHOOL DISTRICTS AND ADMINISTRATORS WOULD BENEFIT FROM THE IMPLEMENTATION OF ONE OR MORE OF THE RATIONALISTIC DECISION-MAKING TECHNIQUES SUCH AS PLANNING-PROGRAMING-BUDGETING SYSTEM, CRITICAL PATH ANALYSIS, OR OPERATIONS ANALYSIS. ONCE GOALS ARE CHOSEN, THESE TECHNIQUES AID IN PROPER RESOURCE ALLOCATION TO EFFECT THOSE GOALS. (RA)

ED040496 EA002889
SECONDARY SCHOOL ATHLETIC ADMINISTRATION: A NEW LOOK. REPORT OF THE NATIONAL CONFERENCE ON SECONDARY SCHOOL ATHLETIC ADMINISTRATION (2ND, WASHINGTON, D.C., JANUARY 12-15, 1969). 69, 142P.
HC NOT AVAILABLE FROM EDRS.

THIS REPORT CONTAINS A COLLECTION OF PAPERS PRESENTED AT THE CONFERENCE. TOPICS COVERED INCLUDE EVALUATION OF ATHLETIC STAFF AND PROGRAMS, CHANGING INTERESTS AND VALUES OF TEENAGERS, NEW ATHLETIC FACILITIES, PROFESSIONAL PREPARATION OF AND JOB SECURITY FOR COACHES, PUBLIC RELATIONS, ATHLETIC DIRECTORS' ROLES, ATHLETIC BUDGETS, INSURANCE PROGRAMS, CROWD CONTROL, AND RULES OF BEHAVIOR FOR ATHLETES. TWO PAPERS BY STUDENTS THAT DISCUSS THE MERITS OF HIGH SCHOOL ATHLETIC PROGRAMS AND PAPERS ON THE STATUS OF STATE HIGH SCHOOL ATHLETIC ASSOCIATIONS IN MINNESOTA, ILLINOIS, AND OHIO ARE INCLUDED. (DE)

ED040500 EA002894
SCHOOL DISTRICT CAMPAIGN PLANNER: A GUIDE TO SUCCESSFUL FINANCE ELECTIONS. HAMILTON, CAROLYN COPEN; AND OTHERS, 69, 105P.
HC NOT AVAILABLE FROM EDRS.

AS A GUIDE FOR THOSE CONCERNED WITH PRESENTING THE FINANCIAL NEEDS OF THE SCHOOLS TO THE VOTING PUBLIC, GENERAL RESEARCH FINDINGS IN THE ART OF CAMPAIGNING FOR SCHOOL FUNDS ARE SUMMARIZED. TECHNIQUES, TOOLS, AND PRACTICES THAT HAVE BEEN USED WITH SUCCESS ARE REPORTED, AS WELL AS THE IMPORTANCE OF UNDERSTANDING THE ATTITUDES OF VOTERS TOWARD SCHOOL SPENDING. SPECIFIC COMPONENTS OF S SUCCESSFUL CAMPAIGN ARE

DESCRIBED, INCLUDING EARLY CITIZEN INVOLVEMENT, TIMING OF THE ELECTION, CHOICE OF THE CAMPAIGN COORDINATOR, USE OF COMMUNITY GROUPS, AND USE OF COMMUNICATIONS MEDIA. A CAMPAIGN CHECKLIST, AN ORGANIZATIONAL PLAN, AND A RESOURCE LIST OF 36 ARTICLES, REPORTS, BOOKS, AND MONOGRAPHS ARE ALSO PROVIDED. A REVIEW OF SCHOOL BUDGET ELECTIONS HELD IN 24 CITIES ACROSS THE NATION LISTS FOUR PRIMARY FACTORS FOR EACH ELECTION (TOTAL SCHOOL ENROLLMENT, TOTAL POLULATION OF COMMUNITY OR DISTRICT, TYPE OF CAMPAIGN, AND AMOUNT OF MONEY SOUGHT) DESCRIBES THE CAMPAIGN CONDUCTED FOR EACH, AND TELLS WHETHER THE EFFORT WAS SUCCESSFUL. (JK)

ED040501 EA002895
STRATEGIES FOR CHANGE. 69, 74P.
DOCUMENT NOT AVAILABLE FROM EDRS.

THE NEED FOR EDUCATIONAL CHANGE IS WIDELY RECOGNIZED, BUT THE METHODS FOR IMPLEMENTING SUCH CHANGES ARE NOT YET KNOWN. IN THE SECOND PHASE OF A STUDY OF THE DEVELOPMENT OF CITIZENSHIP ATTITUDES IN CHILDREN, FORTY-SEVEN ELEMENTARY TEACHERS WERE INTERVIEWED TO DETERMINE ATTITUDES TOWARD EDUCATIONAL CHANGES, SOURCES OF NEW IDEAS, AND SATISFACTIONS DERIVED FROM TEACHING. THE RESULTS OF THESE INTERVIEWS INDICATE THAT TEACHERS DO NOT RESIST INSTRUCTIONAL INNOVATION. MOST OF THEIR USEFUL IDEAS COME FROM FORMAL TRAINING AND THROUGH INTERACTIONS WITH OTHER TEACHERS AND WITH PUPILS, THEIR GREATEST SATISFACTIONS BEING DERIVED FROM THE INTERACTIONS WITH PUPILS. THREE STRATEGIES TO IMPLEMENT CHANGE IN THE EDUCATIONAL STRUCTURE ARE: (1) MODIFICATION OF THE SCHOOL'S STRUCTURE AND ORGANIZATION TO FACILITATE THE COMMUNICATION OF NEW IDEAS AMONG TEACHERS, (2) CREATION OF FORMAL LINKS TO UNIVERSITIES AND GRADUATE SCHOOLS OF EDUCATION TO INSURE A SOURCE OF NEW IDEAS TO TEACHERS WHO ARE ORIENTED TO SCHOOL IMPROVEMENT, (3) "STATUS STUDIES" CONDUCTED BY EACH SCHOOL TO DETERMINE THE NEEDS OF ITS CLIENTELE. (RA)

ED040503 EA002920
A COMPREHENSIVE THEORY OF COST-EFFECTIVENESS. ADMINISTERING FOR CHANGE PROGRAM. TECHNICAL PAPER. APR 70, 66P.

THIS MONOGRAPH PROVIDES A THEORETICAL SUBSTANTIATION FOR BENEFIT-COST ANALYSIS AND COST-EFFECTIVENESS ANALYSIS IN SCHOOL SYSTEM PLANNING. NINE EXAMPLES OF DECISION-MAKING SITUATIONS ARE PRESENTED. A SIMPLE CASE OF A SINGLE OBJECTIVE TO BE ATTAINED WITH ONE PLAN BEING SELECTED FROM A SET OF PROPOSED PLANS WITH NO RESOURCE CONSTRAINTS EVOLVES INTO A MORE COMPLEX AND MORE REALISTIC CASE WITH MULTIPLE OBJECTIVES AND SEVERAL ACTIVITIES OR PROGRAMS TO BE CHOSEN FROM A HOST OF POSSIBILITIES UNDER RESOURCE CONSTRAINTS. CASES INCLUDE NOT ONLY A PRIORI DECISION-MAKING SCHEMES BUT EVALUATION SCHEMES AS WELL. A SUMMARY OF THE NINE CASES OFFERS SPECIFIC RECOMMENDATIONS ABOUT METHODS THAT CAN BE USED FOR GENERATING AND PROCESSING THE KIND OF "DATA TYPES" REQUIRED FOR EDUCATIONAL DECISION MAKING. A 36-ENTRY BIBLIOGRAPHY IS APPENDED. THIS DOCUMENT IS A REWRITTEN CHAPTER OF A DISSERTATION ENTITLED, "A COST-EFFECTIVENESS EVALUATION APPROACH TO IMPROVING RESOURCE ALLOCATIONS FOR SCHOOL SYSTEMS" (EA 002 937). (DE)

ED040506 EA002923
ISSUES AND PROBLEMS IN ELEMENTARY SCHOOL ADMINISTRATION. FINAL REPORT. BECKER, GERALD; AND OTHERS, FEB 70, 194P.

THIS NATIONAL STUDY WAS CONDUCTED TO DETERMINE THE PROBLEMS OF THE ELEMENTARY SCHOOL PRINCIPAL

ED040513 EA002944
SELECTED RELATIONSHIPS BETWEEN PUPIL, STAFF, AND EDUCATIONAL FACULTY CHARACTERISTICS ASSOCIATED WITH P.L. 89-10 TITLE I PROJECTS IN IOWA. FINAL REPORT. MAY 69, 83P.

TO DETERMINE COMPARATIVE ACHIEVEMENT OF TITLE I PUPILS FROM 1966 THROUGH 1968, AS MEASURED BY COMPOSITE SCORES ON THE IOWA TESTING PROGRAM, BASIC SKILLS DATA WERE ANALYZED FOR 1,794 PUPILS ON A TWO-GRADE SPAN AT THE ELEMENTARY LEVEL (GRADES 3-5 AND 4-6) AND EDUCATIONAL DEVELOPMENT DATA WERE ANALYZED FOR 1,203 PUPILS ON A TWO-GRADE SPAN AT THE SECONDARY LEVEL (GRADES 9-11 AND 10-12). COMPOSITE SCORES FOR A CONTROL GROUP COMPRISED OF A 3-YEAR SAMPLE OF 1,353 ELEMENTARY AND 3,726 SECONDARY NON-TITLE I PUPILS WERE ALSO ANALYZED. MULTIPLE REGRESSION ANALYSIS OF THE DATA--BASED ON HIGH, AVERAGE, AND LOW ABILITY GROUPINGS OF PARTICIPANTS--FAILED TO INDICATE THE EFFECTIVENESS OF A GROSS ACHIEVEMENT MEASURE ACROSS GRADE LEVEL AND TIME FOR TITLE I PROGRAMS. HOWEVER, THE STUDY DISTINGUISHED ACHIEVEMENT FOR TEST AND CONTROL GROUPS AS RELATED ESPECIALLY TO PER PUPIL COST AND ACHIEVEMENT OF SPECIFIC OBJECTIVES BY GRADE LEVEL. COST ANALYSIS AND COMPUTER STORAGE LAYOUT DATA ARE APPENDED. A RELATED DOCUMENT IS ED 013 853. (DIAGRAMS OF STORAGE LAYOUT, PP74-78, MAY REPRODUCE POORLY BECAUSE OF MARGINAL LEGIBILITY). (JK)

ED040555 EC006099
PLANNING FOR THE EVALUATION OF SPECIAL EDUCATIONAL PROGRAMS: A RESOURCE GUIDE. 69, 52P.

DEVELOPED ALONG WITH A TAPE-SLIDE PACKAGE, THE GUIDE COVERS EVALUATION OF SPECIAL EDUCATIONAL PROGRAMS. ROBERT MCINTYRE DISCUSSES EVALUATION FOR DECISION MAKING

ED040560 EC006117
SUPPORT FOR RESEARCH AND RELATED ACTIVITIES FOR THE EDUCATION OF HANDICAPPED CHILDREN. NOV 68, 32P.

INFORMATION IS PRESENTED ON OBTAINING GOVERNMENT FINANCIAL SUPPORT FOR RESEARCH ON THE EDUCATION OF HANDICAPPED CHILDREN. DISCUSSED ARE AUTHORIZATION AND ACTIVITIES APPROPRIATE FOR SUPPORT, REVIEW PROCEDURES, FUNDING DATES, AND RESEARCH CONSULTATION. THE FOLLOWING GRANT AREAS ARE SUGGESTED FOR PROPOSAL DEVELOPMENT: CONSTRUCTION, RESEARCH AND DEVELOPMENT CENTERS, PROGRAMATIC, DEPARTMENTAL RESEARCH DEVELOPMENT, RESEARCH PROJECTS, DEMONSTRATION PROJECTS, MEDIA PROJECTS AND PROGRAMS, CURRICULUM DEVELOPMENT AND EVALUATION, AND RESEARCH TRAINING. APPLICATION PROCEDURES ARE ALSO OUTLINED SUCH AS THE FORM ITSELF, THE BODY OF THE REPORT, PERSONNEL AND FACILITIES, BUDGET, SUPPLEMENTARY INFORMATION, DETAILS ABOUT SUBMITTING PROPOSALS, COMMUNICATIONS REGARDING PROPOSALS, NEGOTIATION PROCEDURES, DATA COLLECTION INSTRUMENTS, AND ADDITIONAL REPORTS . (JM)

ED040581 EM008114
COMPUTERS IN EDUCATION: THEIR USE AND COST. [70], 97P.
DOCUMENT NOT AVAILABLE FROM EDRS.

PART ONE OF THIS DOCUMENT CONSISTS OF THE FINDINGS AND RECOMMENDATIONS OF THE PRESIDENT'S SCIENCE ADVISORY COMMITTEE. THE REPORT CONSIDERS THE USE OF COMPUTERS IN UNDERGRADUATE, SECONDARY, AND HIGHER EDUCATION. IT ALSO DISCUSSES THE NEEDS OF THE COMPUTER SCIENCE STUDENT, INTERACTION BETWEEN RESEARCH AND EDUCATIONAL USES OF COMPUTERS, COMPUTER LANGUAGES, AND THE NEED FOR FACULTY ORIENTATION IN THE USE OF COMPUTERS. THE NEEDS OF A LARGE UNIVERSITY COMPUTATIONAL FACILITY ARE OUTLINED, AND METHODS FOR ESTIMATING THE COST AND CAPACITY OF SUCH A FACILITY ARE DEMONSTRATED. SOME EXAMPLES OF THE USE OF COMPUTERS IN COURSE WORK ARE NOTED AND EVALUATED. PART TWO PROVIDES INFORMATION ABOUT ESTIMATING THE COSTS OF PURCHASING, INSTALLING, IMPLEMENTING, AND OPERATING A MEDIA SYSTEM. A METHODOLOGY FOR OBTAINING SUCH ESTIMATES IS PRESENTED, BOTH IN A GENERAL FORM, AND IN A SMALL NUMBER OF GENERALIZED ENVIRONMENTS. COMPARATIVE COSTS ESTIMATED FOR VARIOUS MEDIA SYSTEMS ARE PRESENTED, ALONG WITH SOME COST-SAVING CONSIDERATIONS. THE EFFECTS OF CERTAIN REGULATORY AGENCIES ON VARIOUS MEDIA SYSTEMS ARE DISCUSSED. (JY)

ED040619 FL001783
ARTICULATION AND THE STATE FOREIGN LANGUAGE ASSOCIATION. 19 APR 69, 18P.

THIS PAPER DISCUSSES CURRENT PROBLEMS IN THE TEACHING OF FOREIGN LANGUAGES, SUGGESTS REASONS FOR ITS PRESENT DECLINE, AND PROPOSES A PROGRAM TO BE DEVELOPED AT THE LOCAL LEVEL WHICH COULD SERVE AS A MODEL FOR A STATE-WIDE CURRICULUM. AFTER DISCUSSING ENROLLMENT TRENDS AND CAUSES FOR THE LACK OF ARTICULATION IN FOREIGN LANGUAGE INSTRUCTION AT ALL LEVELS, THE AUTHOR SUGGESTS HOW A FULLY INTEGRATED PROGRAM COULD BE IMPLEMENTED THROUGH THE STATE FOREIGN LANGUAGE ASSOCIATION. SPECIFICALLY DISCUSSED AREAS WHICH BEAR DIRECTLY ON ARTICULATION INCLUDE: (1) OBJECTIVES OF THE FOREIGN LANGUAGE PROGRAM, (2) METHODOLOGY, (3) TEACHING, (4) COORDINATION OF LONG-RANGE MATERIALS, AND (5) ADMINISTRATION--STUDENT AND TEACHER PLACEMENT. COMMENTARY ON THE DEVELOPMENT OF A STATE-WIDE CURRICULUM BASED ON BEHAVIORAL OBJECTIVES CONCLUDES THE ARTICLE. (RL)

ED040659 HE001542
POTENTIAL: THE ACADEMICALLY ABLE BUT DISADVANTAGED GEORGIA HIGH SCHOOL STUDENT. 69, 27P.
DOCUMENT NOT AVAILABLE FROM EDRS.

THE PURPOSE OF THIS STUDY WAS (1) TO DISCOVER IF THE STUDENTS IDENTIFIED AS ACADEMICALLY ABLE BY THEIR HIGH SCHOOL COUNSELORS AND/OR OTHER PROFESSIONALS WERE ACADEMICALLY QUALIFIED FOR POST-SECONDARY EDUCATION, AND (2) TO PROVIDE HERETOFORE UNAVAILABLE DATA TO THOSE WHO ARE ASSOCIATED WITH AND SEEK TO HELP THE DISADVANTAGED STUDENTS. QUESTIONNAIRES (6042) WERE SENT TO STUDENTS IN GEORGIA HIGH SCHOOLS WHO HAD BEEN IDENTIFIED BY THEIR COUNSELORS AS ACADEMICALLY ABLE AND IN NEED OF FINANCIAL SUPPORT FOR POST-SECONDARY EDUCATION. OF 5010 STUDENTS WHO COMPLETED THE QUESTIONNAIRE, 2620 WERE WHITE AND 2390 WERE NEGRO. THEIR AVERAGE GRADE POINT AVERAGE WAS B. RELATIVELY FEW HAD TAKEN THE PRELIMINARY SCHOLASTIC APTITUDE OR THE SCHOLASTIC APTITUDE TEST. THE STUDENTS WHO VISITED THEIR COUNSELOR AVERAGED FOUR VISITS DURING THEIR HIGH SCHOOL DAYS. MOST WERE ACQUAINTED WITH FEDERAL FINANCIAL AID PROGRAMS AND THE GREAT MAJORITY PLANNED TO CONTINUE THEIR EDUCATION AFTER HIGH SCHOOL. BOTH WHITE AND BLACK STUDENTS PREFERRED COLLEGES WHERE THE MAJORITY WERE MEMBERS OF THEIR OWN RACE. TEACHING WAS THE MOST FREQUENTLY MENTIONED FUTURE VOCATION AND MOST WANTED TO MAKE THEIR HOME IN GEORGIA. THOSE CONSIDERED AS THE GREATEST LIVING AND GREATEST DECEASED PERSONS GENERALLY WERE OR HAD BEEN IN PUBLIC OFFICE

ED040672 HE001579
PROGRAM BUDGETING: PROMISE AND PROBLEMS. 2 MAR 70, 4P.

PLANNING, PROGRAMMING, AND BUDGETING SYSTEMS (PPBS) ARE INCREASINGLY MENTIONED AS EFFECTIVE MEANS FOR IMPROVING THE MANAGEMENT OF EDUCATIONAL RESOURCES IN INSTITUTIONS OF HIGHER EDUCATION. PPBS HAS SEVERAL ADVANTAGES OVER CONVENTIONAL ACCOUNTING SYSTEMS, WHICH STILL WOULD BE NEEDED FOR DAY TO DAY OPERATIONS. FIRST, IT RELATES COST TO OUTPUT

ED040702 JC700170
LOCAL CLERICAL AND CUSTODIAL WAGE ADMINISTRATION PRACTICES. SEP 69, 32P. HC NOT AVAILABLE FROM EDRS.

MORAINE VALLEY COMMUNITY COLLEGE (MVCC), ILLINOIS, COLLECTED SALARY-RELATED DATA FOR CLERICAL AND CUSTODIAL PERSONNEL, IN ORDER TO ESTABLISH A COMPATIBLE WAGE STRUCTURE, PROVIDE BUSINESS MANAGEMENT COURSE INFORMATION, AND IMPROVE SECRETARIAL CAREER COUNSELING. LIMITING DATA SAMPLING TO THE GEOGRAPHICAL BOUNDRIES OF THE MORAINE VALLEY DISTRICT INSURED THAT SALARIES WERE PATTERNED ON LOCAL STANDARDS. THIS SAMPLING INCLUDED DISTRICT HIGH AND ELEMENTARY SCHOOLS, JUNIOR COLLEGES NEAR MVCC, AND A CROSS-SECTION OF BUSINESSES IN THE DISTRICT. SPECIFIC DATA ANALYZED ENCOMPASSED SALARY RANGES, THE TIMING AND BASIS OF SALARY PROGRESSION, FREQUENCY OF SALARY-SCALE REVISION, BASES OF SALARY STRUCTURES, UNIFORM AND LAUNDRY SERVICES PROVIDED, PREMIUMS PAID FOR SHIFT WORK, AND LENGTH OF PROBATIONARY PERIOD. GENERAL COMPARISON OF RESULTS INDICATED THAT, COMPARED WITH DISTRICT INDUSTRIES, DISTRICT SCHOOLS PAID SOMEWHAT LOWER MEDIAN AND MAXIMUM WAGES FOR MOST OF THE 13 OFFICE AND NINE CUSTODIAL PERSONNEL POSITIONS. [BECAUSE OF MARGINAL REPRODUCIBILITY OF ORIGINAL, THIS DOCUMENT IS NOT AVAILABLE IN HARD COPY.] (JO)

ED040752 PS003073
A STATEMENT ON THE COMPREHENSIVE PRESCHOOL EDUCATION AND CHILD DAY-CARE ACT OF 1969 BEFORE THE SELECT SUBCOMMITTEE ON EDUCATION OF THE HOUSE COMMITTEE ON EDUCATION AND LABOR, MARCH 3, 1970. 3 MAR 70, 10P.

THIS DOCUMENT PRAISES THE COMPREHENSIVE PRESCHOOL EDUCATION AND CHILD DAY-CARE ACT AND ADVOCATES AN EQUALLY COMPREHENSIVE COLLATERAL PROGRAM OF RESEARCH AND EVALUATION. IN ORDER TO AVOID DELAY IN STARTING PRESCHOOL AND CHILD CARE PROGRAMS, THE RESEARCH UNDERTAKEN SHOULD BE OF THE KIND CALLED EVALUATIVE RESEARCH IN WHICH PROGRAM AND RESEARCH ARE IN PROGRESS SIMULTANEOUSLY. THE RESEARCH MODEL IS THEREFORE INTEGRATED INTO THE PROGRAM AND FOCUSES ON PROCESS AS WELL AS PRODUCT MEASURES. ALTHOUGH TRADITIONAL RESEARCH HAS FOLLOWED AN ENGINEERING MODEL, THE RESEARCH ASSOCIATED WITH THESE PRESCHOOL PROGRAMS SHOULD FOLLOW A MEDICAL MODEL. THE IMPLICATIONS OF A MEDICAL MODEL INCLUDE ASSESSMENT OF BOTH INTENDED AND POSSIBLE OUTCOMES, AND FREQUENT MONITORING OF PARTICIPANTS' FEELINGS AND PROGRAM PROCESSES. AN EXAMPLE OF SUCH RESEARCH IS THE HEAD START LONGITUDINAL STUDY OF DISADVANTAGED CHILDREN BEING CARRIED ON BY EDUCATIONAL TESTING SERVICE. INCLUDED IS A DESCRIPTION OF SOME OF THE PROBLEMS ENCOUNTERED IN THIS PROJECT. (MH)

ED040761 PS003208
[A STATEMENT REGARDING THE COMPREHENSIVE PRESCHOOL EDUCATION AND CHILD DAY CARE ACT OF 1969, AND OTHER RELATED BILLS.] 26 FEB 70, 9P.

THIS SPEECH BEGINS WITH PRAISE FOR THE SUBCOMMITTEE'S PAST ACTION IN FURTHERING THE EDUCATION OF THE HANDICAPPED AND ENCOURAGING FEDERAL ASSISTANCE FOR THESE CHILDREN. THE GROWING NEED FOR ADDITIONAL AID FOR PRESCHOOL EDUCATION TO MEET THE DEVELOPMENTAL NEEDS OF HANDICAPPED CHILDREN IS EMPHASIZED. ALSO DISCUSSED ARE THE SPARSENESS OF GOVERNMENT PROGRAMS IN THE ABOVE AREA, THE EXPERTISE AND LEADERSHIP OF THE BUREAU OF EDUCATION FOR THE HANDICAPPED (BEH), AND THE PRESSING NEEDS OF CHILDREN LIVING IN HANDICAPPING ENVIRONMENTAL CONDITIONS. IT IS RECOMMENDED THAT (1) PROGRAMS BE ESTABLISHED FOR THE IDENTIFICATION AND AID OF HANDICAPPED CHILDREN, (2) SUCH PROGRAMS BE ADMINISTERED BY THE BEH, (3) PROJECTS BE AWARDED TO ANY AGENCY THAT DEMONSTRATES ITS CAPABILITY TO SERVE HANDICAPPED CHILDREN, (4) SUCH PROJECTS DEMONSTRATE COORDINATION WITH EXISTING CHILD DEVELOPMENT AND HANDICAPPED CHILDREN SERVICES, (5) TYPICAL PROJECTS SHOULD OFFER SEVERAL SERVICES (INCLUDING DIAGNOSIS, PREPARATION OF EDUCATIONAL PRESCRIPTIONS, AND A COMMUNICATION NETWORK), (6) THESE OBJECTIVES BE MET BY EXPANSION OF THE HANDICAPPED CHILDREN'S EARLY EDUCATION ASSISTANCE ACT OR BY SPECIFIC INCLUSION IN OTHER BILLS, AND (7) COST BE DEFRAYED BY FEDERAL AND STATE FUNDS. (MH)

ED040762 PS003209
[A STATEMENT REGARDING THE COMPREHENSIVE PRESCHOOL EDUCATION AND CHILD DAY CARE ACT OF 1969, AND OTHER RELATED BILLS.] 26 FEB 70, 8P.

THIS SPEECH WAS MADE IN FAVOR OF LEGISLATION DESIGNED TO PROVIDE COMPREHENSIVE PRESCHOOL EDUCATION FOR THE NATION'S CHILDREN. IT IS URGED THAT THE NEEDS OF THE HANDICAPPED CHILDREN OF OUR COUNTRY BE PARTICULARLY CONSIDERED. SIXTY TO EIGHTY PER CENT OF THE CHILDREN IN CLASSROOMS FOR THE RETARDED ARE CUMULATIVE PRODUCTS OF ENVIRONMENTAL FACTORS. THOSE CHILDREN SUFFERING FROM ORGANIC DISORDERS ALSO NEED AND DESERVE HELP.

ED040772 RC004371
OPERATION: MIGRANT FOLLOW-UP. [69], 28P.

IN AN EFFORT TO DISCOVER THE NUMBER OF MIGRANT CHILDREN THAT LEAVE THE MIGRANT STREAM AND ENTER THE URBAN AREA OF ROCHESTER, NEW YORK, THE STATE UNIVERSITY COLLEGE AT GENESEO, NEW YORK, SPONSORED THIS 1968-69 STUDY. THE PURPOSE WAS TO DETERMINE IF THE MIGRANT CHILD IS ADEQUATELY CARED FOR WHEN HE ENTERS THE URBAN AREA AND IF THE EDUCATIONAL INSTITUTIONS ADEQUATELY PROVIDE FOR HIM. IT WAS BELIEVED THAT THE STUDY WOULD ALSO GIVE A PICTURE OF THE APPROXIMATE NUMBER OF MIGRANT CHILDREN ENTERING OTHER URBAN AREAS OF NEW YORK STATE. INTERVIEWS WERE CONDUCTED AMONG APPROXIMATELY 433 MIGRANT FAMILIES. TEACHERS OF THE MIGRANT CHILDREN WERE ALSO INTERVIEWED, AND CONTACTS WERE MADE WITH LOCAL AGENCIES THAT PROVIDED AID TO FAMILIES. GENERAL FINDINGS ARE REPORTED IN TERMS OF DEMOGRAPHIC DATA, AND THE MIGRANT CHILD'S SCHOOL GRADES (READING AND MATHEMATICS), BEHAVIOR, AND ATTENDANCE. SPECIAL PROJECTS (FEDERAL, STATE, FOUNDATION, AND EXPERIMENTAL) AVAILABLE TO THE MIGRANT ARE DESCRIBED IN THE DOCUMENT, AND 10 CONCLUSIONS ARE CITED. (EL)

ED040780 RC004409
RESIDENT OUTDOOR EDUCATION. POLICIES, PROCEDURES, AND PLANNING. 69, 50P.

ONE OF THE MAIN EMPHASES OF THE TRI-DISTRICT OUTDOOR EDUCATION PROJECT, FUNDED UNDER TITLE III OF THE ELEMENTARY AND SECONDARY EDUCATION ACT, WAS THE DEVELOPMENT OF A RESIDENT OUTDOOR EDUCATION PROGRAM FOR BOTH ELEMENTARY AND SECONDARY STUDENTS. THIS REPORT INCLUDES THE VARIOUS PROCEDURAL PHASES OF THEIR PROGRAM DEVELOPMENT SUCH AS FACILITY SELECTION, FINANCIAL PROCEDURES, AND STAFFING, AS WELL AS PRE-CAMP AND POST-CAMP FOLLOWUP ACTIVITIES. THE APPENDIX INCLUDES SOURCES OF ACTIVITIES, SCHEDULE SAMPLES, AND SAMPLE FORMS USED AT THE CAMP. (LS)

ED040803 RC004448
A COMPREHENSIVE PLANNING GUIDE MAR 70, 204P.

IN AN EFFORT TO LEND TECHNICAL ASSISTANCE TO RURAL ISOLATED SCHOOL SYSTEMS, THE SOUTHEASTERN EDUCATION LABORATORY HAS DEVELOPED A SERIES OF MATERIALS AND STRATEGIES TO BRING ALL AVAILABLE RESOURCES TO BEAR ON LOCAL EDUCATIONAL PROBLEMS. FIRST IN A SERIES OF 7, THE "COMPREHENSIVE PLANNING GUIDE" WAS DEVELOPED TO ASSIST LOCAL SCHOOL PLANNERS IN ASSESSING EDUCATIONAL NEEDS AND IN SYSTEMATICALLY PLANNING STRATEGIES TO MEET THESE NEEDS. THE GUIDE INCLUDES (1) INSTRUCTIONS FOR A SURVEY AND INVENTORY OF NEEDS, (2) ESTABLISHMENT OF NEED PRIORITIES AND SUGGESTIONS FOR ALLOCATION OF RESOURCES, AND (3) WAYS TO PLAN PROGRAM ACTION. SCHOOL ADMINISTRATION, THE COMMUNITY, THE INSTRUCTIONAL PROGRAM, PERSONNEL, FACILITIES, SPECIAL SERVICES, AND FINANCE ARE DISCUSSED IN SEPARATE CHAPTERS. TABLES, CHARTS, AND SAMPLE FORMS AND QUESTIONNAIRES ARE INCLUDED. (JH)

ED040804 RC004449
AN ORGANIZATION FOR INSTRUCTION PROGRAM MAR 70, 95P.

IN 1968, THE SOUTHEASTERN EDUCATION LABORATORY BEGAN A PROJECT TO PROVIDE TECHNICAL ASSISTANCE TO RURAL ISOLATED SCHOOL SYSTEMS WITH PROBLEMS IN EDUCATION. FROM THE PROJECT CAME 7 ILLUSTRATIVE TITLE III PROPOSALS, 5 OF WHICH HAVE BEEN FUNDED BY THE U. S. OFFICE OF EDUCATION. THIS GUIDE, THEN, PROVIDES IDEAS FOR LOCAL SCHOOL PLANNERS AND PROPOSAL WRITERS IN TERMS OF CONTENT AND ORGANIZATION OF A WRITTEN TITLE III PROPOSAL. USING A PROGRAMMED FORMAT, THE GUIDE IS DIVIDED INTO CASE COMMENTARY (FOUND ON THE LEFT SIDES OF THE PAGES) AND ILLUSTRATIVE CASE (APPEARING ON THE RIGHT SIDES OF THE PAGES). CONTENT INCLUDES TITLE III GUIDELINES, SUGGESTED REFERENCES, IDEAL STATEMENT, AND A CRITIQUE OF THE STRENGTHS AND WEAKNESSES OF THE ILLUSTRATIVE CASE WHICH, IN THIS VOLUME, CENTERS ON AN EXEMPLARY ELEMENTARY SCHOOL PROGRAM THAT PROVIDES CUSTOMIZED QUALITY EDUCATION FOR EACH CHILD. USING THIS GUIDE ALONG WITH THE OTHER VOLUMES IN THE SERIES, RURAL ISOLATED SCHOOL SYSTEMS SHOULD BE BETTER ABLE TO IDENTIFY STRATEGIES THAT WILL ALLEVIATE THE PROBLEMS OF EDUCATIONAL DISADVANTAGEMENT. (BD)

ED040805 RC004450
AN IN-SERVICE TRAINING PROGRAM MAR 70, 90P.

IN 1968, THIS INSERVICE TRAINING PROGRAM WAS DESIGNED TO ASSIST ADMINISTRATORS OF RURAL SCHOOL DISTRICTS AND ECONOMICALLY POOR DISTRICTS IN ALLEVIATING EDUCATIONAL DISADVANTAGEMENT IN THE SOUTHEAST AND IN THE NATION. IN PROPOSAL WRITING, IT IS SUGGESTED THAT THIS MANUAL ON THE INSERVICE TRAINING PROGRAM WOULD BE USED TO BEST ADVANTAGE IN CONJUNCTION WITH A STATE TITLE III GUIDELINES MANUAL AND OTHER RESOURCES AFTER CAREFUL ASSESSMENT OF NEEDS, PRIORITIES, AND RESOURCES. INFORMATION IN THE DOCUMENT IS SEPARATED INTO 2 MAJOR DIVISIONS: (1) CASE COMMENTARY AND (2) ILLUSTRATIVE CASE. THE ILLUSTRATIVE CASE IN THIS VOLUME OF THE SERIES IS A PROGRAM TO MAINTAIN, UNDER CONDITIONS IMPOSED BY DESEGREGATION, A SCHOOL CLIMATE WHERE TEACHERS AND STUDENTS CAN INTERACT IN A SECURE, WHOLESOME, AND GROWTH-PRODUCING MANNER. ILLUSTRATIVE PROPOSAL FORMAT CALLS FOR STATISTICAL DATA AS WELL AS FOR NARRATIVE RELATED TO THE COMMUNITY

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ED040806 RC004451
A READING PROGRAM APR 70, 105P.

SINCE 7 VOLUMES MAKE UP THE SOUTHEASTERN EDUCATION LABORATORY'S SEL PATHWAY SERIES, SEL SUGGESTS THAT VOLUME 1, "COMPREHENSIVE PLANNING GUIDE," BE USED BEFORE ANY OTHER VOLUME IN THIS SERIES WHICH IS DESIGNED TO ASSIST LOCAL SCHOOL PLANNERS IN ASSESSING THEIR NEEDS AND SYSTEMATICALLY PLANNING STRATEGIES TO MEET THESE NEEDS. THE PRESENT DOCUMENT, "A READING PROGRAM," IS ILLUSTRATIVE IN NATURE AND IS INTENDED TO SUGGEST IDEAS TO LOCAL PLANNERS ABOUT THE CONTENT AND ORGANIZATION OF A WRITTEN TITLE III PROPOSAL. THE READING PROGRAM DESCRIBED IN THE DOCUMENT IS PRESENTED ACCORDING TO THE TITLE III FORMAT OF THE "PACE MANUAL" AND THEREFORE IS PROGRAMMED FOR THE READER. THE INFORMATION IS SEPARATED INTO 2 MAJOR DIVISIONS: (1) CASE COMMENTARY AND (2) ILLUSTRATIVE CASE. THE ILLUSTRATIVE CASE SUGGESTS THE TYPE OF CONTENT NECESSARY, AND THE CASE COMMENTARY SERVES TO ASSIST THE PLANNER IN MAKING THE PRESENTATION OF HIS PLAN QUALITATIVELY AND QUANTITATIVELY BETTER. THE ILLUSTRATIVE CASE IN THIS VOLUME HAS AS ITS GENERAL OBJECTIVES THE IMPROVEMENT OF READING SKILLS OF ELEMENTARY SCHOOL CHILDREN, THE TRAINING OF TEACHERS TO IMPROVE TEACHING OF READING, AND THE PROVISION OF AN EXEMPLARY PLAN FOR IMPROVING READING IN A RURAL ISOLATED SETTING. A LIST OF LANGUAGE MATERIALS AND A BIBLIOGRAPHY ARE APPENDED. (LS)

ED040807 RC004452
A DROPOUT REDUCTION PROGRAM APR 70, 107P.

"A DROPOUT REDUCTION PROGRAM" IS VOLUME 5 IN A SERIES OF 7 GUIDES WHICH WERE PREPARED BY THE SOUTHEASTERN EDUCATION LABORATORY TO ASSIST RURAL SCHOOL DISTRICTS -- ESPECIALLY IN GEORGIA, ALABAMA, SOUTH CAROLINA, MISSISSIPPI, FLORIDA, AND TENNESSEE -- IN PLANNING AND WRITING ACCEPTABLE TITLE III PROPOSALS UNDER THE ELEMENTARY AND SECONDARY EDUCATION ACT. THE APPROACH OF THE DOCUMENT IS THE CONTRASTMENT OF AN ACTUAL PLANNING PROPOSAL FOR A DROPOUT REDUCTION PROGRAM WITH A CASE COMMENTARY CONSISTING OF (1) TITLE III GUIDELINES, (2) SUGGESTED REFERENCES, (3) IDEAL STATEMENT, AND (4) CRITIQUE. THE PROGRAM DESCRIBED IN THE DOCUMENT PROPOSES TO REDUCE THE DROPOUT RATE BY PROVIDING A RELEVANT CURRICULUM FOR STUDENTS

ED040808 RC004453
A PRESCHOOL TRAINING PROGRAM MAY 70, 115P.

"A PRESCHOOL TRAINING PROGRAM" IS VOLUME 6 IN A SERIES OF 7 GUIDES PREPARED BY THE SOUTHEASTERN EDUCATION LABORATORY TO ASSIST RURAL SCHOOL DISTRICTS, ESPECIALLY IN THE SOUTHERN STATES, IN WRITING ACCEPTABLE TITLE III PROPOSALS UNDER THE ELEMENTARY AND SECONDARY EDUCATION ACT. THE DOCUMENT PRESENTS A PLANNING PROPOSAL WHICH WAS FUNDED, ALONG WITH A CASE COMMENTARY EVALUATING THE STRENGTHS AND WEAKNESSES OF THE ILLUSTRATIVE PROPOSAL. THE PROGRAM DESCRIBED IN THE DOCUMENT SEEKS (1) TO IMPLEMENT A 3-YEAR SEQUENTIAL CURRICULUM BASED UPON CONCEPTS AND STRUCTURE BASIC TO THE COGNITIVE DEVELOPMENT OF YOUNG CHILDREN, (2) TO CHANGE THE TRADITIONAL ROLES AND FUNCTIONS OF THE STUDENT AND TEACHER, (3) TO ACCOMMODATE INDIVIDUAL DIFFERENCES IN LEARNING, (4) TO INVOLVE PARENTS IN COGNITIVE DEVELOPMENT OF THEIR CHILDREN, AND (5) TO ALLOW TEACHERS TO WORK WITH SMALL GROUPS BY USING PARAPROFESSIONALS. ADDITIONAL SPECIFIC SUGGESTIONS AND REFERENCE RESOURCES ARE CITED, AND 2 BIBLIOGRAPHIES ARE PRESENTED, THE FIRST FOR THE ILLUSTRATIVE CASE AND THE OTHER, A SUPPLEMENTARY ONE, FOR THE CASE COMMENTARIES. (AL)

ED040809 RC004454
A COMMUNICATION SKILLS PROGRAM MAY 70, 84P.

SEVEN VOLUMES MAKE UP THE SOUTHEASTERN EDUCATION LABORATORY'S SEL PATHWAY SERIES. SEL SUGGESTS THAT BEFORE USING ANY OF THE SERIES THAT VOLUME 1, "COMPREHENSIVE PLANNING GUIDE," BE USED TO ASSIST THE LOCAL SCHOOL PLANNER IN ASSESSING NEEDS AND SYSTEMATICALLY PLANNING STRATEGIES TO MEET THESE NEEDS. "A COMMUNICATION SKILLS PROGRAM" IS ILLUSTRATIVE IN NATURE AND IS INTENDED TO SUGGEST IDEAS TO LOCAL PLANNERS ABOUT THE CONTENT AND ORGANIZATION OF A WRITTEN TITLE III PROPOSAL. THE PROGRAM DESCRIBED IN THE DOCUMENT IS INTENDED (1) TO PROVIDE THERAPEUTIC INSTRUCTION FOR SPEECH- AND LANGUAGE-HANDICAPPED CHILDREN, (2) TO TRAIN TEACHERS TO RECOGNIZE SPEECH AND LANGUAGE PROBLEMS, AND (3) TO TRAIN TEACHERS TO PROVIDE FOLLOWUP INSTRUCTION AND SUPPORT FOR THERAPY PROGRAMS FOR THE SPEECH- AND LANGUAGE-HANDICAPPED. THE ILLUSTRATIVE PROPOSAL WILL SUGGEST THE TYPE OF CONTENT NECESSARY, AND THE CRITIQUE WILL SERVE TO ASSIST THE PLANNER IN MAKING THE PRESENTATION OF HIS PLAN QUALITATIVELY AND QUANTITATIVELY BETTER. (LS)

ED040814 RC004465
A HISTORICAL SURVEY OF THE FORMATION AND GROWTH OF EDUCATION ON THE BLACKFEET INDIAN RESERVATION, 1872-1964. MAY 65, 74P.
DOCUMENT NOT AVAILABLE FROM EDRS.

A HISTORICAL REVIEW OF EDUCATION AT THE BLACKFEET INDIAN RESERVATION IN MONTANA FROM 1872 THROUGH 1964 IS PRESENTED IN TERMS OF THE CHANGES IN, AND PHILOSOPHIES OF, THE 3 MAJOR EDUCATIONAL EFFORTS ON THE RESERVATION. THE BEGINNING OF EDUCATION FOR THE BLACKFEET INDIANS BY WAY OF MISSION SCHOOLS, ALONG WITH GRADUAL MOVEMENT INTO FEDERAL RESPONSIBILITY, IS NOTED. THE DOCUMENT NAMES APPROXIMATELY 32 RURAL SCHOOLS AND REVIEWS THE BIRTH, GROWTH, AND DEATH OF SOME OF THESE INSTITUTIONS. THE PAPER POINTS OUT THE GRADUAL WITHDRAWAL OF THE FEDERAL GOVERNMENT AND THE ABSORPTION OF RESPONSIBILITY FOR EDUCATION OF THE INDIANS BY THE PUBLIC SCHOOL SYSTEM OF MONTANA. THE PROBLEMS ARISING FROM THIS TRANSITION ARE ALSO DISCUSSED. A MAP OF SCHOOLS AND ROADS OF GLACIER COUNTY, MONTANA (1939) IS APPENDED. (EL)

ED040816 RC004472
A MANUAL FOR NAVAJO COMMUNITY SCHOOL BOARD MEMBERS. 1 SEP 69, 116P.

IN AUGUST OF 1969, THE NAVAJO TRIBE ADOPTED A SCHOOL CODE PERTAINING TO THE DEVELOPMENT AND OPERATION OF NAVAJO COMMUNITY SCHOOL BOARDS. THE CODE PROVIDED THE LEGAL BASIS FOR SUCH ORGANIZATION AND ITS OPERATION ON THE RESERVATION. THIS DOCUMENT FURNISHES A BROAD GENERAL OUTLINE OF THE DUTIES AND RESPONSIBILITIES OF NAVAJO SCHOOL BOARD MEMBERS. INCLUDED IN THE MANUAL ARE (1) THE PROPOSED RESOLUTION OF THE NAVAJO TRIBAL COUNCIL, (2) NAVAJO EDUCATIONAL GOALS, (3) PROCEDURES OF OPERATION OF SCHOOL BOARDS, (4) A BRIEF HISTORY OF NAVAJO EDUCATION (1870-1960), (5) AIMS AND GOALS OF NAVAJO COMMUNITY SCHOOLS, (6) GUIDELINES FOR ESTABLISHING SCHOOL BOARDS, (7) INFORMATION ON BOARD ORGANIZATION AND PROCEDURES, (8) POLICIES GOVERNING ALL BOARDS, (9) BOARD FUNCTIONS AND DUTIES, (10) FINANCE AND MANAGEMENT DATA, (11) RELATIONSHIPS OF THE SCHOOL BOARD, AND (12) THE CODE OF ETHICS. IN CONCLUSION, THE DOCUMENT PROVIDES AN ADDENDUM ON UNIFICATION OF LOCAL SCHOOL BOARDS IN FORMING A SCHOOL BOARD ASSOCIATION. (EL)

ED040925 SP003962
THEORETICAL CONSIDERATIONS FOR PROJECT COSTS. JOHNSON, CHARLES E.; JOHNSON, CECIL G., 69, 11P.

THIS BULLETIN IS A REPRINT OF PART 3 OF THE COLLEGE OF EDUCATION, UNIVERSITY OF GEORGIA'S PROPOSAL TO THE U.S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE, OFFICE OF EDUCATION (USOE) TO UNDERTAKE A FEASIBILITY STUDY OF THE GEORGIA EDUCATIONAL MODEL (JOHNSON, 1969). IT IS A DISCUSSION OF THE THEORETICAL CONSIDERATIONS UNDERLYING PROCEDURES WHICH WERE PROPOSED TO BE USED TO CARRY OUT THE USOE REQUEST FOR PROPOSAL SPECIFICATIONS RELATIVE TO COST ESTIMATION. INCLUDED ARE SECTIONS ON "CONTROL AND COST ESTIMATION RELATED," "MANAGEMENT TECHNOLOGY," AND "APPROACHES TO COST ESTIMATION." DISCUSSION OF THE SYSTEMS APPROACH INCLUDES DEPICTION OF THE MAJOR RELEVANT SUBSYSTEMS TO BE INCLUDED IN ESTIMATING AND CONTROL: ORGANIZATION, COMMUNICATIONS, VALUE, TIME, FACILITIES, TECHNOLOGY, PRODUCT, DYNAMICS, LEGAL FRAMEWORK, AND ETHICAL AND MORAL BEHAVIORS. (AUTHOR/JS)

ED040929 SP003966
ESTIMATING COSTS FOR DEVELOPMENT OF CANDIDATE PERFORMANCE EVALUATION PROCEDURES. 69, 14P.

THIS PAPER CONTAINS COST UNIT TABLES AND INSTRUCTIONS FOR THEIR USE IN ESTIMATING THE TOTAL COST OF EVALUATING A GIVEN INSTRUCTIONAL OBJECTIVE OR GROUP OF OBJECTIVES. INCLUDED IS A LIST OF ANALYTICAL PROCEDURES TO BE FOLLOWED IN THE DEVELOPMENT OF ANY DEVICE TO EVALUATE STUDENT PERFORMANCE, (E.G., A UNIT EXAM IN CHILD DEVELOPMENT OR AN ATTITUDE SCALE RELATING TO INSTRUCTIONAL METHODS). TABLES FOR ESTIMATING DEVELOPMENT COSTS (A DOLLAR COST FOR TEN ITEMS) INCLUDE DIFFERENTIAL COST FACTORS FOR THE BEHAVIORAL AREA SAMPLE, THE LEVEL OF COMPLEXITY, THE FORMAT OF THE DEVICE, AND THE STIMULUS SOURCE. TABLES FOR METHOD OF ADMINISTRATION, METHOD OF SCORING, METHOD OF ITEM AND TEST ANALYSIS ARE ALSO INCLUDED. A 25-ITEM BIBLIOGRAPHY CONTAINS SELECTED REFERENCES RELATED TO THE DEVELOPMENT OF SPECIFIC TYPES OF EVALUATION DEVICES. (JS)

ED040949 SP003996
PERCEIVED EQUITY AND ITS RELATIONSHIP TO ATTRITION AMONG EARLY CAREER MALE TEACHERS. PLANZ, CHARLES A.; GIBSON, R. OLIVER, MAR 70, 27P.

A STUDY EXPLORED THESE QUESTIONS: 1) ARE THERE SIGNIFICANT DIFFERENCES IN PERCEIVED EQUITY (EQUITABLE EXCHANGE SITUATION OF REWARDS TO TEACHERS IN RETURN FOR THEIR CONTRIBUTIONS) BETWEEN THOSE WHO TEACH IN A TYPE 1 SCHOOL (WITH A TRADITIONAL STAFFING ARRANGEMENT) AND THOSE IN A TYPE 2 SCHOOL (WITH DIFFERENTIATED STAFFING AND MORE DIFFERENTIATED REWARDS)? 2) ARE THESE SIGNIFICANT DIFFERENCES IN PERCEIVED EQUITY BETWEEN THOSE WHO LEAVE TEACHING (IN LESS THAN 5 YEARS) AND THOSE WHO REMAIN (FOR MORE THAN 5)? SUBJECTS (ALL MALES) WERE 26 STAYERS AND 20 LEAVERS FROM A TYPE 1 SCHOOL DISTRICT, 24 STAYERS AND 35 LEAVERS FROM A TYPE 2 DISTRICT, BOTH DEMOGRAPHICALLY SIMILAR, CONTIGUOUS DISTRICTS IN THE SAME TOWN. QUESTIONNAIRE RESPONSES, REGARDING ASPIRATIONS IN HIS SCHOOL SYSTEM AND OPPORTUNITY PROVIDED TO REACH THEM, WERE RATED ON A LIKERT TYPE SCALE TO MEASURE PERCEIVED EQUITY. TWO HYPOTHESES WERE TESTED USING A TWO-WAY FACTORIAL ANALYSIS OF VARIANCE. BOTH WERE CONFIRMED: THE STAYERS PERCEIVED A SIGNIFICANTLY HIGHER DEGREE OF EQUITY THAN THE LEAVERS, AND THE TYPE 2 STAYERS PERCEIVED A SIGNIFICANTLY HIGHER DEGREE OF EQUITY THAN TYPE 1 STAYERS. OTHER FINDINGS INDICATED NO SIGNIFICANT RELATIONSHIP BETWEEN PERCEIVED EQUITY AND THESE FACTORS: TYPE OF INSTITUTION FROM WHICH THE RESPONDENT GRADUATED, LENGTH OF TEACHING EXPERIENCE, TEACHING LEVEL, SOCIO ECONOMIC STATUS, AND EDUCATIONAL ATTAINMENT. (ADDITIONAL FINDINGS AND RESEARCH SUGGESTIONS ARE INCLUDED.) (JS)

ED040976 SP004096
INNOVATION PROBLEMS AND INFORMATION NEEDS OF EDUCATIONAL PRACTITIONERS. MAY 70, 87P.

THIS STUDY WAS PLANNED TO DESIGN, ANALYZE, AND FIELD TEST PROCEDURES FOR IDENTIFYING THOSE OPERATING PROBLEMS OF EDUCATION PRACTITIONERS WHICH MAY BE PARTIALLY SOLVED BY MAKING RECENT RESEARCH DEVELOPMENTS AVAILABLE, AND TO IDENTIFY THE SPECIFIC TYPES OF SUBSTANTIVE AND METHODOLOGICAL INFORMATION WHICH THE TARGET AUDIENCES IN ELEMENTARY AND SECONDARY SCHOOLS AND IN INSTITUTIONS OF HIGHER LEARNING REQUIRE TO MAKE DECISIONS ABOUT EDUCATION IMPROVEMENTS. THE PRIMARY METHOD USED WAS THE MAILED SURVEY, WITH SOME INTERVIEWS, AND A SECOND QUESTIONNAIRE WAS SENT TO A SAMPLE OF THE RESPONDENTS TO THE FIRST, ASKING THEM TO LIST THE SPECIFIC TYPES OF INFORMATION NEEDED, INDICATE WHERE THEY HAVE BEEN ABLE TO OBTAIN IT, AND SHOW HOW USEFUL IT HAD BEEN IN HELPING THEM TO MAKE A DECISION. RESULTS SHOWED THAT THE SEARCH FOR INFORMATION IS OFTEN DISORGANIZED. LARGER SCHOOL DISTRICTS HAVE GENERALLY ADOPTED MORE INNOVATIONS THAN SMALLER ONES, AND HAVE BETTER ACCESS TO INFORMATION, THE PREFERRED SOURCE BEING DIRECT CONTACT WITH PERSONNEL IN OTHER DISTRICTS, SUPPLEMENTED BY THE EXTENSIVE USE OF PRINTED MATERIAL, PROFESSIONAL LIBRARIES, AND INFORMATION SERVICES. CLARITY AND CONCISENESS ARE REGARDED AS OF PRIMARY IMPORTANCE. IN HIGHER EDUCATION INSTITUTIONS SPECIAL INFORMATION IS FREQUENTLY OBTAINED FROM INSTITUTIONS INVOLVED IN SIMILAR CHANGES, WHILE SOME HAVE SET UP LONG RANGE PLANNING AND RESEARCH ACTIVITIES. (MBM)

ED041018 TE001929
CONTROVERSY IN THE CLASSROOM: ETHNIC STUDIES PROGRAMS. APR 70, 11P.

THE DECLINING INTEREST OF THE GENERAL PUBLIC IN ETHNIC MINORITY STUDIES AND THE EVEN MORE ALARMING DISINTEREST OF EDUCATORS INDICATES THAT ALL TOO MANY AMERICANS HAVE VIEWED THE STUDY OF THE CULTURE AND PROBLEMS OF AMERICAN BLACKS, INDIANS, MEXICANS, AND PUERTO RICANS AS A FAD. BY FIGHTING FOR STABLE FUNDS FOR ETHNIC STUDIES, BY BECOMING ACQUAINTED WITH THE AVAILABLE MATERIALS FOR TEACHING, AND BY INVOLVING COMMUNITY MEMBERS AS RESOURCE PEOPLE, EDUCATORS CAN BEGIN TO FIND ANSWERS TO URGENT MINORITY PROBLEMS, AND CREATE, EVEN IN HOMOGENEOUS COMMUNITIES, AN AWARENESS OF OUR PLURALISTIC WEALTH. (MF)

ED041060 UD010262
ADVOCATES FOR THEMSELVES: CITIZEN PARTICIPATION IN FEDERALLY SUPPORTED COMMUNITY DECISION/PROGRAM ORGANIZATIONS. WORKING PAPER. DEC 69, 25P.

THE EXTENT OF CITIZEN PARTICIPATION IS INFLUENCED BY LOCAL COMMUNITY FACTORS, THE CHARACTER OF FEDERAL AGENCY POLICY, AND THE PURPOSES OF FEDERAL LEGISLATORS AND ADMINISTRATORS. THE LATTER INCLUDE: DECREASE OF ALIENATION, ENGAGEMENT OF THE "SICK" INDIVIDUAL IN THE HEALING PROCESS, CREATION OF A NEIGHBORHOOD POWER FORCE ABLE TO INFLUENCE THE DISTRIBUTION OF RESOURCES, AND DEVELOPMENT OF A CONSTITUENCY FOR A PARTICULAR PROGRAM WHICH WILL AGREE WITH ITS INTENTIONS. VARIOUS SUGGESTED INTENSITIES OF PARTICIPATION INCLUDE: EMPLOYMENT-INFORMATION, DIALOGUE-ADVICE GIVING, SHARED AUTHORITY, AND CONTROL. THE ACCEPTANCE OF CITIZEN PARTICIPATION AS A GOAL MAY FACILITATE DISCUSSION OF THE OPTIONS FOR PARTICIPATION, WHILE EXPERIMENTALLY TRYING TO LEARN WHICH OF THE CURRENTLY EXERCISED OPTIONS BEST ACHIEVE CERTAIN KINDS OF GOALS. FEDERAL POLICY MAY BE CONTRIBUTING TO SEPARATION RATHER THAN INTEGRATION THROUGH THE ALLOCATION OF RESPONSES TO COMPETING COMMUNITY STRUCTURES. BLACK COMMUNITIES GIVEN CONTROL RESOURCES DO NOT HAVE THE OPTION OF USING THESE RESOURCES FOR INTEGRATION, AND MAY HAVE TO "WIN" THEM FROM OTHER COMMUNITIES OF POOR PEOPLE. NEW POLICIES MAY BE NEEDED TO PROVIDE THE INDIVIDUAL POOR PERSON MAXIMAL OPPORTUNITY APART FROM ANY ESTABLISHMENT OR NEIGHBORHOOD LEADERSHIP TO DEVELOP HIS LIFE OPPORTUNITIES. (JM)

ED041080 UD010343
URBAN SCHOOL CRISIS: THE PROBLEM AND SOLUTIONS PROPOSED BY THE HEW URBAN EDUCATION TASK FORCE. 5 JAN 70, 65P.
HC NOT AVAILABLE FROM EDRS.

THIS REPORT, COMPILED BY THE URBAN EDUCATION TASK FORCE (UNDER THE DEPARTMENT OF HEALTH EDUCATION AND WELFARE), OFFERS BOTH A COMPREHENSIVE ANALYSIS OF THE CRISIS IN URBAN EDUCATION AND RECOMMENDATIONS FOR THE FUTURE. CHAPTERS COVER: THE FINANCIAL CRISIS OF THE URBAN SCHOOLS, URBAN EDUCATION AS A SYSTEM, THE IMPOVERISHED URBAN STUDENT, AND THE PROBLEMS IN EVALUATING THE IMPACT OF CURRENT FEDERAL COMPENSATORY EDUCATION PROGRAMS. AN URBAN EDUCATION ACT IS PROPOSED ALONG WITH GUIDELINES FOR CURRICULUM, AUTHORITY STRUCTURE, FUNDING PROCESS, AND AN ASSESSMENT OF COST. SHORT TERM RECOMMENDATIONS TO STAY THE DETERIORATION OF THE URBAN SCHOOLS ARE SUGGESTED. APPENDED ARE: THE HISTORY AND ORGANIZATION OF THE TASK FORCE, REFERENCES, AND THE DISSENTING VIEWS OF ONE OF THE TASK FORCE MEMBERS. [NOT AVAILABLE IN HARD COPY DUE TO MARGINAL LEGIBILITY OF ORIGINAL DOCUMENT.] (KG)

ED041087 UD010372
NOW IS THE TIME: INTEGRATION IN THE BERKELEY SCHOOLS. SULLIVAN, NEIL V.; STEWART, EVELYN S., 69, 222P.
DOCUMENT NOT AVAILABLE FROM EDRS.

THIS BOOK IS ABOUT THE FIGHT FOR INTEGRATION IN BERKELEY, CALIFORNIA. INTEGRATION IN THIS COMMUNITY WAS ACCOMPLISHED BY BUSSING WHITE CHILDREN FROM AFFLUENT NEIGHBORHOODS TO BLACK GHETTO SCHOOLS AND VICE VERSA. AUTHOR RECOUNTS THE STRUGGLES WITH A TRADITIONAL, STATUS QUO SCHOOL BOARD, COMMUNITY RESISTANCE, AND PREJUDICE. ANECDOTAL STORIES OF THE PROBLEMS THE CHILDREN FACED AND THE SOLUTIONS THEY FOUND IN THE NEW INTEGRATED SITUATIONS ARE INCLUDED. HAILED A SUCCESS, THE BERKELEY EXPERIMENT INCORPORATED A REWRITTEN CURRICULUM WHICH EMPHASIZES BLACK HISTORY FOR ALL STUDENTS. HELP CENTERS HAVE BEEN ADDED TO THE MIDDLE SCHOOLS AND COUNSELORS ARE READILY AVAILABLE TO ASSIST ALL STUDENTS. LEARNING LABORATORIES, AND THE SMALLEST PUPIL TO TEACHER RATIO IN CALIFORNIA ARE OTHER ASPECTS OF THIS SUCCESSFUL PROGRAM. (KG)

ED041094 UD010429
ON IMPROVING URBAN SCHOOL FACILITIES AND EDUCATION. MAY 69, 131P.

THIS STUDY EXPLORES BROAD ALTERNATIVE POLICIES ON URBAN SCHOOL FACILITIES AND EDUCATION RATHER THAN ATTEMPTING TO DESIGN THE "BEST" POLICY. THE STUDY ALSO PROVIDES A BROAD PERSPECTIVE WITHIN WHICH TO PLACE SCHOOL CONSTRUCTION DECISIONS BY ANALYZING GOALS, STAKEHOLDERS' POSITIONS, AND IMPLEMENTATION ACTIONS. THE MAIN PORTION OF THE STUDY HIGHLIGHTS HOW THE POSSIBLE CHOICE BETWEEN TWO "CONSTRUCTION" ALTERNATIVES (EDUCATIONAL PARKS AND MINI-SCHOOLS) IS INFLUENCED BY OTHER CRUCIAL URBAN EDUCATION POLICY ISSUES, AND THE EFFECTS OF THE LATTER UPON THE ALTERNATIVES. IN THE CONTEXT OF THE CURRENT SITUATION WHERE MAJOR CITY SCHOOL SYSTEMS ARE IN PRECARIOUS RELATIONSHIP WITH THEIR ENVIRONMENT (PARENTS, CIVIL RIGHTS GROUPS, BLACK MILITANTS, TEACHERS' UNIONS, AND STUDENTS), QUESTIONS OF FINANCING, CONSTRUCTION, AND LOCATION OF NEW SCHOOLS ARE CONSIDERED TO BE INTERWOVEN WITH EDUCATIONAL ISSUES (TRANSACTIONAL PATTERNS, EVIDENCE ON PROBABLE EFFECTS OF SPECIFIC PROGRAMS, SCHOOL INTEGRATION AS AFFECTING TRANSACTIONAL PATTERNS, AND COMMUNITY CONTROL), AND ARE ANALYZED AS SUCH IN THE STUDY. THE STUDY CONCLUDES THAT NEITHER OF THE TWO FACILITY INNOVATIONS EXAMINED--EDUCATIONAL PARKS AND MINI-SCHOOLS--OFFER MUCH PROMISE TO EDUCATION, AND THAT, DESPITE THE SKEPTICISM DEVELOPED IN THE STUDY RELATING TO COMMUNITY CONTROL, THE LATTER WOULD BE THE CHOICE AMONG THE POTENTIAL DRIVING FORCES FOR CHANGE TO COMBINE WITH NEW CONSTRUCTION. (RJ)

ED041096 UD010466
A STUDY OF SCHOOL ACTIVITIES INTENDED TO EFFECT RACIAL, ECONOMIC, OR SOCIAL BALANCE. FINAL REPORT. 18 AUG 69, 39P.

THE FOCUS OF THIS STUDY IS ON THE PROBLEMS AND PROSPECTS OF PROVIDING QUALITY EDUCATION TO CHILDREN OF THE DISADVANTAGED INNER CITY SCHOOL DISTRICTS, PARTICULARLY IN THE FACE OF CONTINUED MOVEMENT OF THE MORE AFFLUENT FAMILIES TO SUBURBAN AREAS. BASED ON EXAMINATION OF THE LITERATURE ON THE MANY FACETS OF THE URBAN-SUBURBAN EDUCATION PROBLEM, ON REPORTS AND PROPOSALS FOR ON-GOING COOPERATIVE URBAN-SUBURBAN PROGRAMS, AND ON VISITS TO PROGRAMS OR PROGRAM OFFICIALS, THE FOLLOWING WERE THE FINDINGS THAT EMERGED:

ACADEMIC ACHIEVEMENT OF DISADVANTAGED STUDENTS EXPOSED TO COOPERATIVE PROGRAMS HAS BEEN SIGNIFICANTLY HIGH

ED041221 AC008211
EDUCATIONAL NEEDS IN THE CABLE TELEVISION INDUSTRY. MARLOW, H. LEROY; ALDERMAN, EVERETT, 70, 46P.
DOCUMENT NOT AVAILABLE FROM EDRS.

A PRELIMINARY SURVEY WAS CONDUCTED ANALYZING THE PERCEIVED EDUCATIONAL NEEDS OF 67 TOP MANAGERS, 131 SYSTEMS MANAGERS, AND 194 TECHNICIANS EMPLOYED BY 89 MEMBER COMPANIES OF THE NATIONAL CABLE TELEVISION ASSOCIATION. RESULTS FOR ALL RESPONDENTS INCLUDED: EDUCATIONAL BACKGROUND

ED041351 EA002892
CITIZENS FOR THE 21ST CENTURY: LONG-RANGE CONSIDERATIONS FOR CALIFORNIA ELEMENTARY AND SECONDARY EDUCATION. 69, 485P.

BROAD EDUCATIONAL OBJECTIVES AND RECOMMENDATIONS CHARACTERIZE THIS LONGRUN PLANNING REPORT. ASSUMING THAT THE GOAL OF EDUCATION IS TO HELP EACH CHILD TO REALIZE HIS POTENTIAL AS A HUMAN BEING, PRODUCER, AND CITIZEN, THE INVESTIGATING COMMITTEE RECOMMENDED STATE LEGISLATION COVERING PLANNING OF AND TIMETABLES FOR SCHOOL INTEGRATION, NEW TEACHER EDUCATION PROGRAMS, FURTHER STUDIES OF SCHOOL ORGANIZATION AND INSTRUCTION, INDIVIDUALIZED INSTRUCTION, A PERMANENT EDUCATIONAL INQUIRY SYSTEM, IMPROVED EDUCATIONAL FINANCING, AND A PROGRAM TO DIRECT PUBLIC ATTENTION TO LONG-RANGE REQUIREMENTS AND APPROACHES NECESSARY TO EDUCATION IMPROVEMENT. VARIOUS TABLES AND APPENDIXES ILLUSTRATE AND CLARIFY RESEARCH FINDINGS AND RECOMMENDATIONS. (LIR)

ED041354 EA002899
FEDERAL FINANCIAL RELATIONSHIPS TO EDUCATION. 67, 24P.
HC NOT AVAILABLE FROM EDRS.

THE FEDERAL GOVERNMENT HAS BEEN PROVIDING FINANCIAL AID TO ALL LEVELS OF EDUCATION THROUGH CATEGORICAL RATHER THAN GENERAL AID. CATEGORICAL AID SHIFTS DECISION POWER FROM STATE AND LOCAL GOVERNMENTS TO THE FEDERAL LEVEL. IN ADDITION, IT TENDS TO BE CRISIS ORIENTED AND SHORT RUN. SUCH GRANTS HAVE BEEN ACCEPTED BY EDUCATIONAL COMMUNITIES AS

A MEANS OF ESTABLISHING A FLOW OF FEDERAL FUNDS. HOWEVER, THE TIME HAS COME TO INCREASE GENERAL AID, THUS PROVIDING UNEARMARKED FUNDS THAT WILL LOSE THEIR IDENTITY AS FEDERAL DOLLARS WHEN MIXED WITH STATE AND LOCAL FUNDS. SUCH AID WOULD ALLOW ESTABLISHMENT OF SOUND FEDERAL-STATE-LOCAL RELATIONSHIPS IN EDUCATION. (DE)

ED041363 EA002909
REACTIONS OF LARGE PUBLIC SCHOOL DISTRICTS TO TITLE III ACTIVITIES. 69, 49P.

THIS STUDY OF THE IMPACT AND FUNCTION OF TITLE III AS PERCEIVED BY EDUCATIONAL LEADERS WAS DESIGNED TO GATHER INFORMATION RELATIVE TO INVOLVEMENT OF LARGE SCHOOL DISTRICTS, SOURCES OF HELP, AND RATINGS OF SOURCES. QUESTIONNAIRES WERE SENT TO A RANDOM SAMPLE OF 50 ADMINISTRATORS IN SCHOOL DISTRICTS THROUGHOUT NEW YORK STATE. OF THE 36 DISTRICTS RESPONDING, MANY WERE CURRENTLY INVOLVED IN DEVELOPING TITLE III PROPOSALS. THE MOST FREQUENTLY MENTIONED SOURCES OF HELP IN WRITING PROPOSALS WERE TITLE III REGIONAL CENTER CONSULTANTS AND STATE EDUCATION DEPARTMENT CONSULTANTS. OVER 50 PERCENT OF THE RESPONDENTS STRONGLY AGREED THAT TITLE III IS BASICALLY SOUND, AND OVER 60 PERCENT AGREED THAT A NUMBER OF VALID INNOVATIONS HAVE EMERGED. (MLF)

ED041369 EA002915
TAXATION IN PUBLIC EDUCATION. 70, 4P.

SEVENTEEN RESEARCH STUDIES, POSITION STATEMENTS, AND STATISTICAL COMPILATIONS PUBLISHED BETWEEN 1966 AND 1969 ARE REVIEWED. THESE DOCUMENTS DEAL WITH SUCH ISSUES AS (1) THE EFFECTS OF FINANCIAL EFFORT AND PROPERTY ASSESSMENT PRACTICE ON EDUCATIONAL QUALITY, (2) THE ROLE OF STATE AID IN EQUALIZING FINANCIAL RESOURCES, (3) THE CRISIS IN FINANCING BIG CITY SCHOOL DISTRICTS, AND (4) THE PROBLEM OF OBTAINING VOTER SUPPORT FOR TAX AND BOND PROPOSALS. THE REVIEW IS BASED ON ABSTRACTS OF THE DOCUMENTS THAT HAVE APPEARED IN RESEARCH IN EDUCATION. COMPLETE REFERENCE AND AVAILABILITY INFORMATION IS CITED FOR EACH DOCUMENT. (JK)

ED041371 EA002917
BACKGROUND PAPER ON STATE AND LOCAL TAXATION. JUL 69, 26P.

THIS PAPER REPRESENTS PART OF A COMPREHENSIVE STUDY OF THE EXISTING NEW YORK STATE SCHOOL SUPPORT FORMULAE. THE REPORT CONSISTS OF ANALYSIS OF THE 1969 STATE REVENUE INCREASES -- WAGE INCREASES AND INFLATION, EXPANSION OF STATE AND LOCAL GOVERNMENT SERVICES, PROPERTY TAX RELIEF, AND INCREASED ANNUAL REVENUE NEEDS

ED041372 EA002926
TOWARD PPBS: PROGRAM BUDGETING IN A SMALL SCHOOL DISTRICT. DURSTINE, RICHARD M.; HOWELL, ROBERT A., 70, 87P.

THIS PUBLICATION REPORTS THE RESULTS OF THE DESIGN AND DEVELOPMENT OF A PLANNING PROGRAMMING BUDGETING SYSTEM FOR THE MILFORD, NEW HAMPSHIRE, SCHOOL SYSTEM. THE AUTHORS ATTEMPTED TO DEVELOP A PROGRAM ORIENTED BUDGET RATHER THAN A LINE ITEM OR INPUT ORIENTED BUDGET, AND A MODEL ADAPTABLE FOR GENERAL APPLICATIONS. THE ORDER OF PRIORITY BUDGETING FIRST, PROGRAMMING SECOND, AND PLANNING THIRD, REVERSES THE MORE TRADITIONAL EMPHASIS. TIME LIMITATION PROHIBITED DETAILED EXAMINATION OF THE PLANNING, CONTROLLING, AND EVALUATING PHASES OF PPBS. AN INTRODUCTORY CHAPTER OUTLINES THE BACKGROUND AND APPLICATION OF PPBS. THREE APPENDIXES PROVIDE EXHIBITS OF BUDGET, PERSONNEL, AND ENROLLMENT ACCOUNTING PUNCH CARDS AS WELL AS A PER-PUPIL BUDGET SUMMARY. (DE)

ED041380 EA002937
A COST-EFFECTIVENESS EVALUATION APPROACH TO IMPROVING RESOURCE ALLOCATIONS FOR SCHOOL SYSTEMS. ADMINISTERING FOR CHANGE PROGRAM. A PROFESSIONAL PAPER. 69, 220P.

THIS DISSERTATION BEGINS WITH A DESCRIPTION OF SOME METHODS EMPLOYED IN MAKING PUBLIC-SECTOR RESOURCE-ALLOCATION DECISIONS, WITH CONCLUSIONS ON THE APPROPRIATENESS OF EACH METHOD FOR EVALUATING THE ONGOING PROGRAMS OF A SCHOOL SYSTEM. THE SECOND SECTION HAS BEEN REWRITTEN AND PUBLISHED AS "A COMPREHENSIVE THEORY OF COST-EFFECTIVENESS" (EA 002 920). THIS SECTION DEVELOPS THE THEORETICAL SUBSTANTIATION FOR COST-EFFECTIVENESS ANALYSIS WHICH CAN SERVE AS THE GROUNDWORK FOR EVALUATION OF ONGOING SCHOOL SYSTEMS AND WHICH MAY BE USED FOR PLANNING AS WELL AS EVALUATION, TAKING THE DECISION MAKER'S PREFERENCES INTO ACCOUNT. A CASE STUDY IS THEN CONSIDERED WHICH GENERATES THE DATA SYSTEMS REQUIRED BY THE MODEL. THE MODEL PROVIDES OUTPUTS, WHOSE UTILITY FOR THE DECISION MAKER IS DISCUSSED. THE SENSITIVITY OF MODEL OUTPUTS TO VARIOUS CHANGES IN THE DECISION MAKER'S VALUE SYSTEM IS ALSO EXPLORED. THE FINAL SECTION PROVIDES SPECIFIC RECOMMENDATIONS TO DECISION MAKERS AS A RESULT OF THE CASE STUDY AND PRESENTS A MORE GENERAL SET OF CAUTIONS AND RECOMMENDATIONS. SUGGESTIONS FOR FUTURE RESEARCH ARE PRESENTED, AND A 61-ENTRY BIBLIOGRAPHY IS ATTACHED. (AUTHOR/DE)

ED041384 EA002942
RANKINGS OF THE STATES, 1970. 70, 76P. HC NOT AVAILABLE FROM EDRS.

THIS REPORT CONSISTS OF TABLES THAT RANK THE STATES ACCORDING TO 128 SEPARATE DATA ITEMS. THE INFORMATION IS USEFUL FOR INTERPRETING AND EVALUATING VARIOUS ASPECTS OF STATE SCHOOL SYSTEMS. THE LATEST AVAILABLE FIGURES ARE USED. HOWEVER, SOME ARE ESTIMATES AND OTHERS ARE BASED ON SAMPLING STUDIES. NATIONAL TOTALS ARE SHOWN IN MOST TABLES. ITEMS COVERED IN THE TABLES ARE POPULATION

ED041385 EA002943
POLICY MAKING FOR AMERICAN PUBLIC SCHOOLS. CAMPBELL, ROALD F.; AND OTHERS, MAR 69, 36P.

THIS PUBLICATION SEEKS TO PROVIDE A BASIS FOR CONSTRUCTIVE ACTION IN IMPROVING AND REFORMING THE POLICY MAKING MACHINERY OF AMERICAN PUBLIC EDUCATION. THE MATERIAL IS PRESENTED IN THE FORM OF 11 RECOMMENDATIONS DIRECTED AT THE THREE POLICY MAKING LEVELS: LOCAL, STATE, AND FEDERAL. A RECOMMENDATION CONCERNING ALL LEVELS IS THAT POLICY MAKING STAFFS BE UPGRADED AND COMPENSATED ACCORDINGLY. AT THE LOCAL LEVEL, REDUCTIONS IN THE ABSOLUTE NUMBER OF SCHOOL DISTRICTS AND ELIMINATION OF FISCAL INEQUITIES AMONG SCHOOL DISTRICTS ARE SUGGESTED. STATE GOVERNMENTS AND THE FEDERAL GOVERNMENT ARE URGED TO ASSUME GREATER FINANCIAL PARTICIPATION IN EDUCATIONAL PROGRAMS. A FEDERAL DEPARTMENT OF EDUCATION WITH CABINET RANK IS PROPOSED. (RA)

ED041389 EA002949
COMPREHENSIVE PLANNING FOR SCHOOL DISTRICTS. MAR 70, 12P.

THIS PAPER DESCRIBES AN APPROACH TO SCHOOL DISTRICT PLANNING THAT EXAMINES OVERALL OBJECTIVES, ONGOING OPERATIONS, VALUES, PERFORMANCE CRITERIA, PERFORMANCE OUTCOMES, AND COSTS. THE METHOD UTILIZES SEVEN GENERAL DATA FILES TO ASSESS SCHOOL DISTRICT ACTIVITIES IN TERMS OF EDUCATIONAL AND ECONOMIC CRITERIA. THESE FILES CONSIST OF: THREE STRUCTURAL SETS (OVERALL OBJECTIVES, ACTIVITY DEFINITIONS, AND ACTIVITY COEFFICIENTS)

ED041391 EA002951
PROGRAM BUDGETING MODEL FOR SMALL RESEARCH UNITS. 19 MAR 70, 21P.

WHERE RESEARCH ACTIVITIES OPERATE UNDER "FIXED" BUDGETARY AND RESOURCE CONDITIONS, ALLOCATIONS OF FUNDS MUST BE CAREFULLY PLANNED FOR EFFECTIVE PROGRAM IMPLEMENTATION. ALTHOUGH RELATIVELY LITTLE INFORMATION IS AVAILABLE ON HOW SMALL RESEARCH UNITS COULD USE THE PRINCIPLES OF PROGRAMED BUDGETING, A TECHNIQUE FOR ASCERTAINING PROGRAM OPERATING COSTS IS ESSENTIAL TO THESE UNITS. A MODIFIED PERT MODEL HAS BEEN PROPOSED FOR PROVIDING RESEARCH MANAGEMENT WITH ESTIMATES OF PROJECT COSTS, STAFF INVOLVEMENT TIME, LAG TIMES, RESOURCE ALLOCATIONS, AND BUDGETARY SURPLUSES. THIS TECHNIQUE, WITH REFINEMENTS IN ESTIMATES OF ACTIVITY TIME, APPEARS CAPABLE OF PROVIDING RESEARCH MANAGEMENT WITH A TOOL FOR MAKING PRACTICAL ESTIMATES OF BUDGETARY AND RESOURCE ALLOCATIONS. (AUTHOR)

ED041392 EA002952
SURVEY RESEARCH IN PUBLIC EDUCATION: A CHEAPER AND BETTER PROCESS. FASCIONE, DANIEL R.; SCHWARTZ, JACK, 4 MAR 70, 15P.

THE PHILADELPHIA SCHOOL DISTRICT COMPLETED A COMMUNITY PUBLIC OPINION SURVEY THAT IDENTIFIED CERTAIN ATTITUDES PREVIOUSLY ESTABLISHED THROUGH A TRADITIONAL PROCESS INVOLVING COMMITTEE MEETINGS, GROUP DISCUSSIONS, AND INFORMAL COMMUNICATIONS. BOTH THE SURVEY AND THE PRIOR TRADITIONAL PROCESS RESULTS REACHED THE SAME CONCLUSIONS REGARDING PARENTAL INVOLVEMENT IN DECISION MAKING -- PARTICULARLY ON ISSUES OF HIRING AND FIRING TEACHERS. IN ADDITION, THE SURVEY ESTABLISHED PARENTAL ATTITUDES ON SCHOOL IN GENERAL, AS WELL AS ON DISCIPLINE, CURRICULUM, FACILITIES, AND COMMUNICATION WITH STAFF. MORE INFORMATION WAS OBTAINED IN LESS TIME AND WITH LESS COST BY THE SURVEY THAN BY THE TRADITIONAL METHOD. THIS REPORT DEMONSTRATES THE UTILITY OF SURVEY RESEARCH NOT ONLY IN PROVIDING SOUND INFORMATION, BUT ALSO IN ACCOMPLISHING THE TASK WITH MEANINGFUL SAVINGS IN TIME AND COST. (AUTHOR)

ED041396 EA002957
SCHOOL SYSTEM ANALYSIS: AN INTERACTION PROCESS MODEL. MAGOON, JON; TANNIAN, FRANCIS, 4 MAR 70, 21P.

THIS PAPER DESCRIBES INFORMALLY A COMPREHENSIVE SYSTEMS MODEL THAT COULD AID SCHOOL PROGRAM DECISION MAKERS. THE MODEL, A MULTISTAGE INPUT-OUTPUT SCHEME, PERMITS DESCRIPTIONS OF SOCIAL, POLITICAL, ECONOMIC, AND EDUCATIONAL INTERACTIONS IN AN URBAN SCHOOL SYSTEM FOR THE PURPOSE OF DEFINING THE SCHOOL SYSTEM PERFORMANCE AND ITS AMENABILITY TO CHANGE AND REFORM. THE MODEL ALSO MAKES IT POSSIBLE TO DEFINE LEVELS OF FINANCIAL SUPPORT GIVEN TO DIFFERENT SCHOOLS, AND TO CORRELATE THESE FINDINGS WITH STUDENT AND FAMILY CHARACTERISTICS. THE MODEL WOULD PERMIT EXPLORATION OF THE INTERRELATIONSHIP BETWEEN VARIOUS OUTCOMES AND INPUTS, SUCH AS STUDENT ACHIEVEMENT AND PER PUPIL EXPENDITURES. DESCRIPTION OF THE DEMANDS AND SUPPORTS DERIVING FROM A VARIETY OF COMMUNITY AND POLITICAL GROUPS IS ALSO POSSIBLE. THE MODEL IS BEING APPLIED IN WILMINGTON, DELAWARE. (AUTHOR/DE)

ED041397 EA002960
COMMUNICATION IDEAS IN ACTION. 70, 63P. HC NOT AVAILABLE FROM EDRS.

THIS REPORT ADVISES SCHOOL SYSTEMS OF THE NUMEROUS PUBLIC RELATIONS RESOURCES AVAILABLE AND CHALLENGES SCHOOLS TO PUT COMMUNICATION IDEAS INTO ACTION. THE IDEAS DESCRIBED, BASED ON EXHIBITS PREPARED BY SELECTED SCHOOL SYSTEMS AT THE INVITATION OF THE NSPRA, HAVE BEEN DEVELOPED IN MANY DIFFERENT

TYPES OF SCHOOL DISTRICTS ACROSS THE COUNTRY. THE CASES DESCRIBED INCLUDE A TEACHER REPRESENTATIVE ASSEMBLY FORMED IN FREMONT, CALIFORNIA, TO OVERCOME THE SUSPICIONS AND MISTRUST AMONG TEACHERS GENERATED BY CONSOLIDATION

ED041399 EA002991
DIRECTORY: PUBLIC ELEMENTARY AND SECONDARY DAY SCHOOLS, 1968-1969. VOL. IV, WEST AND SOUTHWEST REGION AND OUTLYING AREAS. 70, 320P.
HC NOT AVAILABLE FROM EDRS.

THIS IS THE FOURTH OF FIVE VOLUMES COMPRISING A DIRECTORY OF PUBLIC AND NONPUBLIC ELEMENTARY AND SECONDARY DAY SCHOOLS IN THE UNITED STATES AND OUTLYING AREAS FOR 1968-69. THE VOLUME LISTS NAMES AND ADDRESSES OF PUBLIC SCHOOLS IN THE WEST AND SOUTHWEST AND OUTLYING AREAS.

ED041402 EA003025
A STUDY OF TITLE III PROJECTS, ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965 (P.L. 83-531) (89-10), AFTER THE APPROVED FUNDING PERIODS. APR 70, 211P.

TO DETERMINE THE CONTINUATION RATE OF TITLE III PROJECTS AFTER TERMINATION OF FEDERAL FUNDING IN DECEMBER 1967, QUESTIONNAIRE RESPONSE DATA FROM DIRECTORS OF 149 PROJECTS WERE ANALYZED, AND A STUDY WAS MADE OF THE RESPECTIVE PROJECT PROPOSALS ON FILE AT THE TITLE III BUREAU OF USOE. FOR PURPOSES OF ANALYSIS, PROJECTS WERE CATEGORIZED BY OPERATIONAL STATUS AFTER WITHDRAWAL OF FUNDS: THOSE IMMEDIATELY TERMINATED, THOSE CONTINUING FOR A SHORT PERIOD, AND THOSE REMAINING OPERATIVE. STATISTICAL ANALYSIS REVEALED NO SIGNIFICANT CHANGE IN THE RELATIONSHIP BETWEEN THE STATUS OF A TERMINATED PROJECT AND ANY OF THE FIVE SELECTED VARIABLES.

ED041464 EM008151
LEARNING AND TEACHING TOMORROW. 69, 16P.
DOCUMENT NOT AVAILABLE FROM EDRS.

THE PRESSURES OF AN EXPANDING POPULATION AND AN INCREASINGLY COMPLEX TECHNOLOGY WILL INCREASE THE DEMAND FOR EDUCATION IN THE NEXT TEN OR FIFTEEN YEARS. ON EXAMINING THE FIGURES AVAILABLE FOR EXPENSE PER PUPIL FOR TEACHERS AND FOR INSTRUCTIONAL MATERIALS, IT SEEMS AS IF THE EDUCATION INDUSTRY IS OVERSTAFFED AND UNDEREQUIPPED. IN THE FUTURE THERE WILL BE CHANGES IN THE ORGANIZATION OF SCHOOLS, AND IN THE PATTERNS OF LEARNING AND TEACHING. A COMBINATION OF LARGE GROUP INSTRUCTION WITH SMALL GROUP DISCUSSION AND EXPERIMENTATION WOULD SEEM TO BE THE PATTERN OF THE FUTURE. IF THE INSTRUCTIONAL MATERIALS INDUSTRY CAN PRODUCE MORE VARIED AND EFFECTIVE SOFTWARE, SOME OF THE PRESENTLY IDLE EQUIPMENT MAY BE USED, ESPECIALLY IN THE INDIVIDUALIZATION OF INSTRUCTION. TEACHERS WILL HAVE TO EXAMINE AND RETHINK HOW THEY ARE PROVIDING EDUCATIVE EXPERIENCES FOR CHILDREN. THEY WILL HAVE TO BE READY TO CONSIDER NEW APPROACHES AND NEW MEDIA

ED041466 EM008153
RESOURCE ALLOCATIONS TO EFFECT OPERATIONALLY USEFUL CAI. SEIDEL, ROBERT J.; KOPSTEIN, FELIX F., APR 70, 21P.

RESOURCE ALLOCATIONS, IN TERMS OF FUNDS, PEOPLE, FACILITIES, AND THE DELEGATION OF APPROPRIATE AUTHORITY TO FORMULATE APPROPRIATE POLICY, FOR RESEARCH AND DEVELOPMENT AND IMPLEMENTATION OF COMPUTER-ASSISTED INSTRUCTION ARE DISCUSSED IN THIS PAPER. A DESCRIPTION AND JUSTIFICATION OF CAI AS A TECHNOLOGY IS INCLUDED. THE NEED FOR INCORPORATING A SYSTEMS APPROACH TO EDUCATIONAL INNOVATION IS STRESSED. A PARTNERSHIP AMONG INDUSTRY (PROFIT AND NONPROFIT), GOVERNMENT, AND EDUCATION IS SUGGESTED AS A MODEL, AND A NATIONAL NETWORK OF MULTIDISCIPLINARY CENTERS IS ADVOCATED AS THE VEHICLE FOR ACCOMPLISHING THE GOALS OF RESEARCH, DEVELOPMENT, AND IMPLEMENTATION OF EFFECTIVE AND EFFICIENT CAI SYSTEMS. A REFERENCE LIST IS APPENDED. (JY)

ED041490 FL001163
AN INVESTIGATION OF SECOND-LANGUAGE TEACHING. AGARD, FREDERICK B.; DUNKEL, HAROLD B., 48, 349P.
HC NOT AVAILABLE FROM EDRS.

THIS INVESTIGATION OF HIGH SCHOOL AND COLLEGE LANGUAGE PROGRAMS IN THE 1940'S PRESENTS INFORMATION ON THE OBJECTIVES OF LANGUAGE TEACHING AND THE MEASUREMENT OF LANGUAGE PROFICIENCY. AN AURAL-ORAL TESTING PROGRAM IS DESCRIBED, AND THE AURAL-ORAL EXPERIMENTAL GROUPS ARE COMPARED WITH CONVENTIONALLY TAUGHT CLASSES. ADVANCED LEVELS OF LANGUAGE SKILL ARE STUDIED IN PROGRAMS TEACHING ENGLISH AS A FOREIGN LANGUAGE. AN APPENDIX INCLUDES ADDITIONAL DATA. FOR A COMPANION DOCUMENT SEE ED 037 104. [NOT AVAILABLE IN HARD COPY DUE TO MARGINAL LEGIBILITY OF ORIGINAL DOCUMENT.] (AF)

ED041515 FL001850
FOREIGN LANGUAGES IN THE ELEMENTARY SCHOOLS: GUIDELINES AND REGULATIONS. AUG 61, 28P.

THIS STATE HANDBOOK DETAILS GUIDELINES AND REGULATIONS FOR TEACHERS OF FOREIGN LANGUAGE IN THE ELEMENTARY SCHOOLS. PRINCIPAL FACTORS TO BE CONSIDERED IN THE ESTABLISHMENT OF A FLES PROGRAM ARE EXAMINED

ED041559 HE001688
THE LAW AND THE LORE OF ENDOWMENT FUNDS. REPORT TO THE FORD FOUNDATION. THE EDUCATIONAL ENDOWMENT SERIES. CARY, WILLIAM L.; BRIGHT, CRAIG B., MAR 69, 82P.

THIS REPORT EXAMINES THE LAW GOVERNING ENDOWMENT FUNDS IN AN ATTEMPT TO DETERMINE ITS BEARING ON THE FORMULATION OF A SOUND UNIVERSITY INVESTMENT POLICY, I.E. WHETHER THE LAW IS A NEUTRAL FACTOR, OR WHETHER THE LAW LIMITS THE FLEXIBILITY OF DIRECTORS OF EDUCATIONAL INSTITUTIONS AND FORECLOSES CHOICES OTHERWISE OPEN TO THEM. PART I OF THE REPORT DEALS WITH THE MEANING OF "INCOME" AND DISCUSSES THE MORAL ISSUES INVOLVED, TERMS OF TYPICAL DONATIVE INSTRUMENTS, THE LAW IN GENERAL, CASES INVOLVING AND NOT INVOLVING ADMINISTRATION OF FUNDS

ED041609 LI002068
MAJOR TRENDS AND PORTENTS RELATED TO INFORMATION COSTS. JUL 70, 6P.

MANAGERS' HAVING TO ACCOUNT FOR COST OF INFORMATION ACTIVITIES IS HERE TO STAY. BUDGETING IS GOING TO BECOME MORE STRINGENT AND IMAGINATIVE. COSTS SHOULD NOT BE EQUATED WITH HUMAN VALUES--PSYCHOLOGICAL AND SUBJECTIVE--WHICH APPARENTLY MANY MANAGERS DO, FEELING THAT HAVING TO COST INFORMATION ACTIVITIES IS DEGRADING. SOME TRENDS ARE: BUY PRODUCTS AND SERVICES RATHER THAN PRODUCE THEM OR RUN THEM IN YOUR OWN GROUP. DON'T BUILD AN EMPIRE THAT YOU HAVE TO FIND WORK FOR

ED041621 PS003159
ISSUES AND REALITIES IN EARLY CHILDHOOD EDUCATION. 15 MAR 70, 20P.

THIS PAPER INVESTIGATES THREE ISSUES VITAL TO EARLY CHILDHOOD EDUCATION: (1) SOURCES OF CURRICULUM, (2) SOURCES OF FINANCIAL SUPPORT, AND (3) THE RELATIONSHIP BETWEEN RACISM AND COMPENSATORY EDUCATION. "NATURAL" CHILDHOOD AND CHILD DEVELOPMENT THEORIES ARE DISCUSSED, AND THEIR USE AS A SOURCE OF CURRICULUM FOR YOUNG CHILDREN IS QUESTIONED, AS IS THE USE OF INTELLIGENCE TESTS. SOURCES OF FINANCIAL SUPPORT HAVE BEEN FEDERAL PROGRAMS, THE PUBLIC SCHOOLS, AND PRIVATE OWNERS. NEW TO THE FIELD ARE CORPORATE FRANCHISE AND CHAIN OPERATIONS WHICH HAVE INHERENT DANGERS: USE OF STANDARDIZED CURRICULUM AND PROCEDURE

ED041626 PS003274
EVALUATION REPORT: EARLY CHILDHOOD EDUCATION PROGRAM, 1969 FIELD TEST. MAR 70, 204P.

REPORTED ARE FINDINGS FROM THE FIRST YEAR'S FIELD TEST OF THE HOME-ORIENTED APPALACHIA EDUCATIONAL LABORATORY (AEL) EARLY CHILDHOOD EDUCATION PROGRAM FOR 3-, 4-, AND 5-YEAR-OLDS. THE PROGRAM CONSISTS OF A 30-MINUTE DAILY TELEVISION LESSON, A WEEKLY HOME VISIT BY A PARAPROFESSIONAL, AND GROUP INSTRUCTION ONCE A WEEK IN A MOBILE CLASSROOM. THE SAMPLE WAS MADE UP OF A TOTAL OF 450 CHILDREN DIVIDED INTO THREE GROUPS. GROUP 1 RECEIVED TV INSTRUCTION AND HOME VISITS AND ATTENDED THE MOBILE CLASSROOM. GROUP 2 HAD TV AND HOME VISITS

ED041649 RC004464
SCHOLARSHIPS FOR AMERICAN INDIAN YOUTH. 70, 63P.

INFORMATION REGARDING SCHOLARSHIP AIDS AVAILABLE FOR AMERICAN INDIAN STUDENTS IN HIGHER EDUCATION OR VOCATIONAL TECHNICAL TRAINING IS PROVIDED IN THIS DOCUMENT. SPECIFIC CAREER AREAS UNDER WHICH FEDERAL AID MAY BE REQUESTED FOR DEGREE STUDIES ARE ARTS AND HUMANITIES, MEDICINE AND HEALTH, PHYSICAL SCIENCES, TEACHING, SOCIAL SERVICES, AND EDUCATION FOR THE DEAF. ALSO LISTED ARE 7 FEDERAL SOURCES FOR AID WITH NON-DEGREE STUDIES IN VOCATIONAL EDUCATION, 8 STATES WHICH OFFER AID TO THE INDIAN STUDENT, AND 35 TRIBES WHICH PROVIDE GRANTS. OUTSIDE OF FEDERAL AND TRIBAL AIDS, 37 COLLEGES AND UNIVERSITIES OFFERING SCHOLARSHIPS TO INDIANS ARE LISTED, ALONG WITH 24 OTHER ORGANIZATIONS INCLUDING CHURCHES AND FOUNDATIONS. A 1970 SUPPLEMENT SHOWS 49 ADDITIONAL SOURCES FOR AID. (EL)

ED041650 RC004468
FOCUS FOR AREA DEVELOPMENT ANALYSIS: URBAN ORIENTATION OF COUNTIES. MAY 70, 25P.
HC NOT AVAILABLE FROM EDRS.

THE ORIENTATION OF COUNTIES TO METROPOLITAN SYSTEMS AND URBAN CENTERS IS IDENTIFIED BY POPULATION DENSITY AND PERCENTAGE OF URBAN POPULATION. THIS ANALYTICAL FRAMEWORK DIFFERENTIATES 6 KINDS OF COUNTIES, RANGING FROM MOST URBAN-ORIENTED (GROUP 1) TO LEAST URBAN-ORIENTED (GROUP 6). WITH THIS FRAMEWORK, IT CAN BE SEEN THAT THE ECONOMIC WELL-BEING OF COUNTY RESIDENTS VARIES WITH THE URBAN ORIENTATION OF THEIR COUNTY. BETWEEN 1950 AND 1960, COUNTY POPULATION GROWTH ALSO VARIED WITH URBAN ORIENTATION. BUT IN THE FOLLOWING 6 YEARS (1960-66), POPULATION GROWTH SLOWED CONSIDERABLY IN GROUP 1 COUNTIES AND MODERATELY IN GROUPS 2 AND 3 BUT ACCELERATED IN GROUPS 4 AND 5. IN GROUP 6, THE DECLINE WAS ARRESTED. THE QUICKENING GROWTH IN THE LESS URBAN-ORIENTED COUNTIES PROMISES TO HELP BRING PROSPERITY TO MANY RURAL AREAS THAT WERE FORMERLY CUT OFF FROM THE MAINSTREAM OF AMERICAN ECONOMIC LIFE. BUT MANY OF THE PEOPLE WHO LIVE IN THESE AREAS ARE ELDERLY AND DISABLED OR LACK THE EDUCATION, TRAINING, AND EXPERIENCE TO COMPETE EFFECTIVELY IN URBAN LABOR MARKETS. CONSEQUENTLY, THESE PEOPLE WOULD BENEFIT FROM TRAINING PROGRAMS AND OTHER PROGRAMS TO IMPROVE THEIR NUTRITION, HEALTH CARE, AND EDUCATION. (AUTHOR/AL)

ED041651 RC004474
INDIAN EDUCATION DEC 67, 77P.

THE 1966-67 ANNUAL REPORT OF INDIAN EDUCATION FROM THE MONTANA STATE DEPARTMENT OF PUBLIC INSTRUCTION EMPHASIZES THE GROWING AWARENESS OF INDIAN YOUTH LOOKING TO HIGHER EDUCATION AND VOCATIONAL TRAINING BEYOND HIGH SCHOOL. IT IS NOTED THAT THE INDIAN EDUCATION SUPERVISOR, IN COOPERATION WITH THE BUREAU OF INDIAN AFFAIRS, DISSEMINATES INFORMATION REGARDING FINANCIAL AID AVAILABLE FOR POST-HIGH-SCHOOL EDUCATION. THE REPORT DISCUSSES THE FOLLOWUP PROGRAM CONDUCTED BY THE 2 OFFICES TO ENCOURAGE AND STIMULATE GREATER STUDENT ACHIEVEMENT. THE DOCUMENT LISTS THOSE WHO TOOK ADVANTAGE OF THE ASSISTANCE FOR ADDITIONAL EDUCATION DURING THE YEAR 1966-67. BRIEF DESCRIPTIONS OF EACH OF THE 7 INDIAN RESERVATIONS IN MONTANA ARE GIVEN, ALONG WITH STATISTICS ON ENROLLMENT, ATTENDANCE, GRADUATES, DROPOUTS, ADULT STUDENTS, AND REIMBURSEMENTS AND DISBURSEMENTS OF FEDERAL FUNDS FOR INDIAN EDUCATION IN MONTANA. IN CONCLUSION, IT IS NOTED THAT ADMINISTRATORS OF SCHOOLS WITH INDIAN ENROLLMENTS INDICATED A NEED FOR IMPROVEMENTS IN READING AND ATTENDANCE, AND A DECREASE IN DROPOUT RATES AMONG INDIAN STUDENTS. (EL)

ED041653 RC004477
INDIAN EDUCATION JAN 70, 67P.

INFORMATION IS PROVIDED ON EDUCATION FOR MONTANA INDIAN TRIBES DURING 1968-69. INDIAN STUDENTS ATTENDING INSTITUTIONS OF HIGHER EDUCATION THROUGH THE AID OF FEDERAL FUNDS ARE LISTED BY NAME, AND BREAKDOWNS OF FUNDS ALLOCATED BY THE JOHNSON O'MALLEY ACT ARE GIVEN. TABLES PROVIDE STATISTICS ON INDIAN ENROLLMENT, ATTENDANCE, AND GRADUATES, AS WELL AS DISBURSEMENT OF FEDERAL FUNDS FOR THE EDUCATION OF INDIANS IN MONTANA. THE REPORT ENCOMPASSES ELEMENTARY SCHOOLS, HIGH SCHOOLS, AND MISSION SCHOOLS ON AND OFF THE 7 INDIAN RESERVATIONS IN MONTANA. IN CONCLUSION, THE REPORT LISTS FUNDS ALLOCATED THROUGH PUBLIC LAW 874 AND THE ELEMENTARY AND SECONDARY EDUCATION ACT. (EL)

ED041671 RC004502
DIRECTORY OF EDUCATION AUTHORITIES AND SUMMARIES OF EDUCATION IN SOUTH PACIFIC TERRITORIES. JUL 69, 72P.
HC NOT AVAILABLE FROM EDRS.

INFORMATION ON EDUCATIONAL SYSTEMS IN THE PACIFIC TERRITORIES HAS BEEN COMPILED FROM VISITS TO THE VARIOUS TERRITORIES, FROM CONVERSATIONS WITH DEPARTMENTAL OFFICES, AND FROM OFFICIAL REPORTS AND DOCUMENTS. BREAKDOWNS OF THIS INFORMATION IN THE DIRECTORY ARE PRESENTED FOR 20 TERRITORIES AND/OR ISLANDS IN TERMS OF POPULATION DATA, NAMES OF DIRECTORS OF EDUCATION, INFORMATION ON ADVISORY COUNCILS, EDUCATIONAL STATISTICS, INFORMATION ON SCHOOL SYSTEM ORGANIZATION AND AGENCIES INVOLVED, LANGUAGE SPOKEN IN SCHOOL, TEACHER TRAINING, FINANCIAL STATUS, NAMES OF DEPARTMENT OF EDUCATION PERSONNEL, AND ADDRESSES FOR INTER- AND INTRA-TERRITORIAL CORRESPONDENCE. ADDITIONALLY, NAMES OF OFFICERS AND SOME PROFESSIONAL STAFF MEMBERS FOR THE UNIVERSITY OF PAPUA AND NEW GUINEA AND THE UNIVERSITY OF THE SOUTH PACIFIC ARE GIVEN. A LISTING OF OTHER SOUTH PACIFIC COMMISSION INFORMATION DOCUMENTS, ALONG WITH PROCEDURES FOR THEIR ACQUISITION, IS INCLUDED. [NOT AVAILABLE IN HARD COPY DUE TO MARGINAL LEGIBILITY OF ORIGINAL DOCUMENT.] (AL)

ED041678 RC004524
TIME FOR CHANGE IN THE EDUCATION OF ALASKA NATIVES: A STATEMENT OF PRELIMINARY FINDINGS AND RECOMMENDATIONS RELATING TO THE EDUCATION OF ALASKA NATIVES. FEB 70, 90P.

THE STUDY PRESENTS FINDINGS AND RECOMMENDATIONS REGARDING EDUCATION OF ALASKA NATIVES (ESKIMOS, INDIANS, AND ALEUTS). THE PAPER WAS PREPARED FOR THE GOVERNOR OF ALASKA BY THE COMMISSION ON CROSS-CULTURAL EDUCATION OF ALASKA, WHICH WAS DESIGNED TO FIND WAYS TO PROVIDE NEW MEANING TO EDUCATION FOR ALASKA'S MULTICULTURAL SOCIETY AND TO PROVIDE MAXIMUM EDUCATIONAL OPPORTUNITY. AMONG THE FACTORS EXPLORED IN THE STUDY WERE SOCIOECONOMIC STATUS, HEALTH, COMMUNITY BACKGROUND, SCHOOL PROGRAMS (INCLUDING PRESCHOOL THROUGH ADULT EDUCATION AND COLLEGE), TEACHER ATTITUDES, LINGUISTIC AND CULTURAL DIFFERENCES, BOARDING SCHOOLS, CURRICULAR CHANGES, AND PARENTAL INVOLVEMENT IN EDUCATION. RECOMMENDATIONS INCLUDE PROVIDING THE MOST EFFICIENT POSSIBLE MOVE INTO THE WHITE WORLD, WITH ENHANCEMENT OF SELF-IMAGE AND PROMOTION OF NATIVE PRIDE TO KEEP THE CULTURAL CONTINUITY. IT IS NOTED THAT PROFESSIONAL DEVELOPMENT OF TEACHERS, RESEARCH DATA, AND IMPROVED FACILITIES ARE NEEDED. (EL)

ED041681 RC004533
***SCHOOL DISTRICT REORGANIZATION: CAN* SMALL SCHOOLS COMPETE? A POSITION PAPER.** MACK, DAVID P.; LEDERMAN, ALFRED T., [69], 53P.

THE FOLLOWING POSITION STATEMENTS REGARDING SCHOOL REORGANIZATION ARE DISCUSSED IN CHAPTER-BY-CHAPTER SEQUENCE WITHIN THE PAPER: (1) IT IS THE RESPONSIBILITY OF ALL SCHOOLS, REGARDLESS OF SIZE, TO PREPARE STUDENTS ADEQUATELY TO LIVE FULL AND PRODUCTIVE LIVES IN A RAPIDLY CHANGING WORLD. (2) IN NEW YORK STATE, SCHOOL DISTRICT REORGANIZATION, WHILE ENCOURAGED BY STATE EDUCATION DEPARTMENT POLICY, IS STILL A MATTER OF LOCAL OPTION. (3) SMALL RURAL SCHOOL DISTRICTS, WITH THEIR LIMITED LOCAL TAX BASE, DEPEND ON STRONG FINANCIAL SUPPORT FROM THE STATE. IN RECENT YEARS, STATE SUPPORT HAS BEEN DECLINING. (4) REORGANIZATION MEANS NEITHER SAVING MONEY NOR INCREASING EXPENDITURES

ED041690 RC004543
FILM EVALUATIONS OF ESKIMO EDUCATION. THE NATIONAL STUDY OF AMERICAN INDIAN EDUCATION, SERIES III, NO. 4, FINAL REPORT. JUN 70, 160P.

AS A PART OF THE FINAL REPORT OF THE NATIONAL STUDY OF AMERICAN INDIAN EDUCATION, THE EDUCATIONAL ENVIRONMENTS OF SCHOOLS IN 2 ALASKAN TUNDRA VILLAGES, IN A STATE-CONSOLIDATED SCHOOL IN BETHEL, AND IN ANCHORAGE PUBLIC SCHOOLS WERE FILMED TO PROVIDE EMPIRICAL EVIDENCE FOR THE EVALUATION OF ESKIMO EDUCATION. THIS FILM STUDY WAS POINTED TOWARD ASCERTAINING WHETHER SCHOOLS OPERATED BY THE BUREAU OF INDIAN AFFAIRS ARE SINGULARLY DIFFERENT FROM OTHER SCHOOLS EDUCATING INDIANS. IN ADDITION, THE FILM SAMPLE RANGED FROM THE MOST UNDISTURBED ENVIRONMENT TO THE MOST UN-ESKIMO ENVIRONMENT IN ALASKA IN AN ATTEMPT TO DETERMINE HOW THE RELATIVE LEARNING PACE OF CHILDREN CHANGED. AMONG THE CONCLUSIONS IN THE DOCUMENT, IT IS NOTED THAT THERE IS LITTLE DIFFERENCE BETWEEN THE QUALITY OF BIA AND STATE-OPERATED SCHOOLS

ED041771 SE009328
PROCEEDINGS OF THE SYMPOSIUM ON FEDERAL SUPPORT PROGRAMS FOR HEALTH, PHYSICAL EDUCATION, RECREATION (2ND, WASHINGTON, D.C., JANUARY 28-31, 1968). 68, 224P.
HC NOT AVAILABLE FROM EDRS.

THE PURPOSE OF THIS SYMPOSIUM REPORT WAS TO PROVIDE INFORMATION REGARDING RESOURCES FOR THOSE PLANNING PROJECTS IN HEALTH, PHYSICAL EDUCATION, AND RECREATION. INCLUDED ARE AN OVERVIEW OF RELATED FEDERAL PROGRAMS, FOUR ACCOUNTS OF SUCCESSFUL LOCAL PROGRAMS, GUIDELINES FOR DEVELOPING PROPOSALS, DETAILS OF FEDERAL SUPPORT PROGRAMS, EXAMPLES OF WAYS IN WHICH FEDERAL SUPPORT IS BEING USED, AND SUGGESTIONS MADE BY SYMPOSIUM PARTICIPANTS FOR STIMULATING ACTION AT THE LOCAL LEVEL. (EB)

ED041835 SP004082
THE FIRST NATIONAL INDIAN WORKSHOP ON SCHOOL AFFAIRS. (OGDEN, UTAH, MARCH 24-28, 1969). 70, 211P.

THIS FIRST NATIONAL INDIAN WORKSHOP ON SCHOOL AFFAIRS PROVIDED 5 DAYS OF TRAINING AND ORIENTATION FOR 165 INDIAN PARTICIPANTS FROM 46 TRIBAL GROUPS. THE AREAS OF INSTRUCTION WERE PARENTAL INVOLVEMENT, INCLUDING PTA, ATTENDANCE AT SCHOOL FUNCTIONS, AWARENESS OF WHAT IS GOING ON IN THE SCHOOL, ENCOURAGEMENT OF THE PARENTS' INTEREST AND CONCERN IN THEIR CHILDREN'S EDUCATION, AND INCREASE IN THE SCHOOL ADMINISTRATION'S INVOLVEMENT WITH THE PARENTS

ED041849 SP004107
***PRE-DECISIONAL INFORMATION SEARCH IN* TEACHER SELECTION. FINAL REPORT.** MAY 70, 84P.

THIS RESEARCH WAS CONDUCTED TO DISCOVER SCHOOL ADMINISTRATORS' METHODS OF SEARCHING FOR AND PROCESSING INFORMATION NEEDED IN DECISIONMAKING, AND TO DETERMINE WHETHER THIS DECISION IS AFFECTED BY COST AND RISK FACTORS IN THE DECISION SITUATION. A TEACHER SELECTION PROCESS WAS SIMULATED, WITH TWO INDEPENDENT VARIABLES (THE COST OF INFORMATION AVAILABLE AND THE RISK INVOLVED), AND FIVE DEPENDENT VARIABLES (AVERAGE TIME REQUIRED TO PROCESS APPLICANTS, INFORMATION SELECTIVITY, PROPORTION OF AVAILABLE INFORMATION USED, SPECIFICITY OF SEARCH PATTERN, AND MEASURES ON BOTH TENTATIVE AND FINAL CERTAINTY). THE SUBJECTS WERE 81 ELEMENTARY PRINCIPALS SELECTED RANDOMLY FROM A THREE-COUNTY AREA IN WASHINGTON STATE. THEY WERE REQUIRED TO CONSIDER FIVE APPLICANTS FOR A FICTITIOUS TEACHING POSITION AND TO MAKE DECISIONS REGARDING THE SUITABILITY OF EACH. AN ANALYSIS OF VARIANCE YIELDED COST AS A SIGNIFICANT MAIN EFFECT. RISK WAS NOT SIGNIFICANT, AND THERE WAS NO SIGNIFICANT INTERACTION. THE TECHNIQUE DEVELOPED FOR ANALYZING INFORMATION SEARCH PROCESSES UTILIZING A COMPUTER-BASED INFORMATION SYSTEM HOLDS CONSIDERABLE PROMISE FOR USE IN THE SELECTION DECISIONMAKING PROCESS. (MBM)

ED041855 SP004121
FIELD TESTING AND EVALUATION OF A RESEARCH AND INSTRUCTIONAL UNIT FOR INCREASING THE UTILIZATION OF RESEARCH AND DEVELOPMENT INFORMATION AND TECHNIQUES IN A SECONDARY SCHOOL SYSTEM. FINAL REPORT. JUL 69, 93P.

IN ORDER TO DETERMINE THE EFFECTIVENESS OF A RESEARCH AND INSTRUCTIONAL UNIT (R & I UNIT) IN PROMOTING INCREASED USE OF RESEARCH DATA AND METHODOLOGY IN CURRICULAR DECISIONMAKING AT THE CLASSROOM LEVEL, THE FAR WEST LABORATORY FOR EDUCATIONAL RESEARCH AND DEVELOPMENT, IN COOPERATION WITH TAMALPAIS UNION HIGH SCHOOL DISTRICT, CONDUCTED A PILOT STUDY WITH A GROUP OF SECONDARY SCHOOL SOCIAL STUDIES TEACHERS. THE STUDY WAS CONDUCTED IN TWO STAGES. DURING THE PREOPERATIONAL STAGE, PARTICI-

PANTS WERE CHOSEN AND GIVEN PRELIMINARY TRAINING THROUGH FIELD VISITS AND WORKSHOPS. DURING THE OPERATIONAL STAGE, LABORATORY CONSULTANTS ASSISTED R & I UNIT MEMBERS IN PLANNING AND CONDUCTING A NEEDS ASSESSMENT STUDY, A PROBLEM FORMULATION STUDY, AND FIELD TESTS OF SEVERAL INSTRUCTIONAL INNOVATIONS, AND IN DRAWING UP A TENTATIVE PROSPECTUS FOR THE 1969-1970 ACADEMIC YEAR. FINDINGS INDICATE THE R & I UNIT DID OFFER AN ORGANIZATIONAL CLIMATE WHICH FACILITATED THE USE OF RESEARCH AND DEVELOPMENT INFORMATION FOR INSTRUCTIONAL IMPROVEMENT. FURTHER TESTING IS REQUIRED, HOWEVER, TO DETERMINE THE OPTIMUM AMOUNT OF RELEASED TIME REQUIRED, THE OPTIMUM TYPE OF RESEARCH AND DEVELOPMENT TRAINING REQUIRED BY AN R & I UNIT TEAM, AND THE COST-EFFECTIVENESS OF THE R & I UNIT STRUCTURE IN COMPARISON WITH ALTERNATIVE ARRANGEMENTS. (FORTY-SEVEN PAGES OF TABLES AND CHARTS ARE APPENDED.) (RT)

ED041858 SP004126
EDUCATIONAL RESEARCH AND DEVELOPMENT IN THE UNITED STATES. DEC 69, 204P.

HC NOT AVAILABLE FROM EDRS.

THIS REPORT PRESENTS A DETAILED PICTURE OF EDUCATIONAL RESEARCH AND DEVELOPMENT IN THE UNITED STATES. IT EXPLORES CONCEPTUAL STRUCTURES AND GIVES A BACKGROUND DESCRIPTION OF AMERICAN EDUCATION. A BRIEF HISTORY OF EDUCATIONAL RESEARCH IN THE UNITED STATES IS FOLLOWED BY LONG CHAPTERS ON THE SPONSORS, PERFORMERS, AND MANAGEMENT OF EDUCATIONAL RESEARCH AND DEVELOPMENT. THE REPORT ALSO REVIEWS THE FINANCIAL AND MANPOWER RESOURCES AVAILABLE AND PRESENTS AN ANALYSIS OF WORK SUPPORTED IN FISCAL YEAR 1968. RECENT REVIEWS OF EDUCATIONAL RESEARCH AND DEVELOPMENT ARE SUMMARIZED, AND IN THE LAST CHAPTER THE POTENTIAL IMPACT OF RESEARCH AND DEVELOPMENT IN EDUCATION IS CONSIDERED. THE CONCLUSION POINTS UP THE LACK OF AN OVERALL STRATEGY, INADEQUATE FINANCIAL SUPPORT, AND MANPOWER SHORTAGES FOR RESEARCH AND DEVELOPMENT IN EDUCATION AND SUGGESTS OBJECTIVES FOR THE FUTURE. AN APPENDIX CONTAINS A LIST OF INSTITUTIONS WHOSE PERSONNEL WERE INTERVIEWED FOR THE STUDY. (AUTHOR/RT)

ED041942 TM000034
PROVIDING INFORMATION FOR DECISION-MAKERS IN MICHIGAN: COMPILATION, ANALYSES, AND REPORTING OF ASSESSMENT DATA. LOADMAN, WILLIAM E.; MAJOR, JOHN L., MAR 70, 15P.

ACT NUMBER 307, PUBLIC ACTS OF MICHIGAN 1969, MANDATES THAT THE DEPARTMENT OF EDUCATION PROVIDE ANNUAL ASSESSMENT OF PUPIL ACHIEVEMENT IN BASIC SKILLS -- READING, VOCABULARY, ENGLISH EXPRESSION AND MATHEMATICS. THE PURPOSE OF THE ASSESSMENT PROGRAM IS TO PROVIDE INFORMATION ABOUT GROUPS OF CHILDREN FOR DECISION MAKERS AT THE STATE LEVEL. A RATIONALE FOR VARIABLE SELECTION, THE STATISTICAL METHODOLOGY EMPLOYED, AND THE PROCEDURAL LIMITATIONS ARE PRESENTED. THE RATIONALE EMPHASIZES THE STRONG RELATIONSHIP OF PUPIL BACKGROUND (SOCIOECONOMIC STATUS, ATTITUDES AND ASPIRATIONS) AND SCHOOL RESOURCE VARIABLES (HUMAN AND FINANCIAL) TO EACH OTHER AND TO STUDENT PERFORMANCE. THE METHODOLOGY EMPHASIZES SIMPLE AND EASILY COMPREHENSIBLE REPORTING, BUT INCLUDES MULTIVARIATE ANALYSIS OF THE DATA

ED041949 TM000044
EVALUATION OF NATIONAL EDUCATIONAL PROGRAMS: THE GOALS AND THE INSTRUMENTS. MAR 70, 20P.

A NEW JOINT COMPREHENSIVE EVALUATION SYSTEM FOR THE ASSESSMENT OF 15 DIFFERENT FEDERAL PROGRAMS HAS BEEN DEVELOPED BY THE U.S. OFFICE OF EDUCATION. IN THIS SYSTEM THESE DIVERSE PROGRAM SERVICES WILL BE THOUGHT OF AS RESOURCES AVAILABLE TO MEET THE NEEDS OF CRITICAL TARGET GROUPS. USING THIS APPROACH, A SET OF NINE CRUCIAL QUESTIONS THAT NEED TO BE ANSWERED IN PROGRAM MANAGEMENT HAVE BEEN DEVELOPED. THE EVALUATIVE DESIGN FOR FINDING THE ANSWERS TO THESE QUESTIONS PROPOSES TO USE THE INDIVIDUAL PUPIL AS THE UNIT OF ANALYSIS. BY USE OF SAMPLE SURVEY METHODS AND MULTIPLE MATRIX SAMPLING WHERE DIFFERENT INDIVIDUALS COMPLETE DIFFERENT SAMPLES OF TEST ITEMS IT WILL BE POSSIBLE TO COLLECT COMPARABLE AND GENERALIZABLE DATA WITHOUT PUTTING AN UNDUE TESTING BURDEN ON ANY ONE STUDENT. THE DATA COLLECTION INSTRUMENTS ARE DISCUSSED IN SOME DETAIL. (DG)

ED041952 TM000047
STATE-WIDE EVALUATION: WHAT ARE THE PRIORITIES? SEP 69, 19P.

THE THEORY AND PRACTICE OF EVALUATION IS IN A STATE OF CHAOS. THIS WILL PREVAIL UNTIL EDUCATORS RECOGNIZE THAT A PROBLEM EXISTS, UNDERSTAND THE CIRCUMSTANCES SURROUNDING THE PROBLEM, AND LEARN HOW TO COPE WITH IT. LOCAL AUTHORITIES ARE FEARFUL AND MISTRUSTING OF EVALUATION PROGRAMS BECAUSE OF POSSIBLE FUTURE INFRINGEMENTS ON METHODS OF OPERATION. TO ALLEVIATE THIS SITUATION IT WILL BE NECESSARY TO TRAIN EDUCATORS IN THE NATURE AND PURPOSES OF EDUCATIONAL EVALUATION, A BROAD TERM INVOLVING A NUMBER OF COMPLEX AND INTERACTING COMPONENTS. THE EFFECTS OF THE EVALUATION PROCESS ON THOSE BEING EVALUATED ARE OFTEN OVERLOOKED. IT IS SUGGESTED THAT A GOOD STATE-WIDE EVALUATION SYSTEM SHOULD PROVIDE (1) INFORMATION TO AID EACH STUDENT IN ASSESSING HIS OWN PROGRESS, (2) INFORMATION TO AID TEACHERS AND ADMINISTRATORS ASSESS THE EFFECTIVENESS OF EDUCATIONAL PROGRAMS, (3) INFORMATION FOR THE STATE EDUCATIONAL AUTHORITY THAT WILL PERMIT EFFICIENT ALLOCATION OF FUNDS AND PROFESSIONAL SERVICES, (4) DATA FOR STATE AND LOCAL RESEARCH AGENCIES THAT WILL AID IN IMPROVING ALL ASPECTS OF THE EDUCATIONAL PROCESS, (5) INCENTIVES FOR INNOVATION IN ALL EDUCATIONAL AREAS, AND (6) AN ACCOUNTING TO THE STATE LEGISLATURE AND THE PUBLIC OF EDUCATIONAL PROGRESS. THESE SIX OBJECTIVES ARE CONSIDERED IN SOME DETAIL, WITH THE INDIVIDUAL STUDENT REGARDED AS THE PRIME FOCUS. (DP)

ED041962 UD010405
CENTRAL CITY EDUCATIONAL PROJECTS, 1969 69, 73P.

THIS BOOKLET DESCRIBES 26 PROGRAMS UNDERWAY THROUGHOUT THE NATION, DESIGNED TO PROVIDE QUALITY EDUCATION TO INNER CITY YOUTH, AND FUNDED BY ESEA TITLE III RESOURCES. THE PROGRAMS INCLUDE EARLY CHILDHOOD ACTIVITIES, INDIVIDUALIZED INSTRUCTION, PROGRAMS TO HELP YOUTH MAKE THE TRANSITION TO THE WORLD OF WORK, STAFF TRAINING, AND PARENT AND COMMUNITY INVOLVEMENT. EACH PROJECT DESCRIPTION INCLUDES INFORMATION ON THE FOLLOWING: BRIEF DESCRIPTION OF THE PROJECT, PROJECT COST, PROJECT AREA, SOCIOECONOMY, EDUCATION, PROJECT SCHOOLS, PROJECT STAFF, PROGRAM ELEMENTS, OTHER SOURCES OF FUNDS, PROJECT DIRECTOR, AND PERSON TO BE CONTACTED FOR FURTHER INFORMATION. (RJ)

ED041971 UD010432
REPORT TO THE BOARD OF EDUCATION, SCHOOL DISTRICT NO. ONE, PORTLAND, OREGON/ MODEL SCHOOL PROGRAM. AUG 68, 55P.

THIS REPORT BEARS ON THE STATUS OF A PROGRAM FOR NINE PORTLAND ELEMENTARY SCHOOLS COMPRISING "AREA II" (MODEL SCHOOLS) WHICH WERE SELECTED TO RECEIVE ADDITIONAL ASSISTANCE DIRECTED AT HELPING UNDERACHIEVING CHILDREN TO GREATER SCHOOL SUCCESS.

ED041986 UD010465
BERKELEY'S EDUCATIONAL OPPORTUNITY PROGRAM. [68], 11P.

THE BERKELEY CAMPUS OF THE UNIVERSITY OF CALIFORNIA HAS INITIATED THE EDUCATIONAL OPPORTUNITY PLAN (EOP) TO RECRUIT DISADVANTAGED STUDENTS AND PROVIDE FINANCIAL SUPPORT, TUTORING, AND COUNSELING. THE PURPOSE OF THE PROGRAM IS TO ASSIST AND MOTIVATE CALIFORNIA HIGH SCHOOL STUDENTS WHO ARE MEMBERS OF CULTURALLY DISADVANTAGED GROUPS AND WHO HAVE DEMONSTRATED INTELLECTUAL PROMISE. UNDER THE 1960 CALIFORNIA MASTER PLAN FOR PUBLIC HIGHER EDUCATION, SOME FOUR PERCENT OF ENTERING AND TRANSFERING STUDENTS ARE ADMISSIBLE BY SPECIAL PROVISION, AND IT IS THIS "FOUR PERCENT RULE" THAT IS USED FOR RECRUITMENT OF EOP STUDENTS. RISK APPLICANTS MUST SUBMIT THREE TO FIVE LETTERS OF RECOMMENDATION FROM TEACHERS AND COUNSELORS. ADMISSIONS STANDARDS ARE, HOWEVER, FLEXIBLE ENOUGH TO ACCOMMODATE THOSE WHO ARE ACADEMICALLY DEFICIENT BUT PROMISING. EXAMINATION OF THE PROFILES OF FORMER EOP STUDENTS INDICATES THAT EOP SERVES A CROSS-SECTION OF THE DISADVANTAGED. MAJOR SOURCES OF FINANCIAL AID FOR EOP STUDENTS ARE FEDERAL GRANTS AND LOANS, PRIVATE GIFTS, UNIVERSITY REGISTRATION FEES, AND SPECIAL REGENTS' APPROPRIATIONS. THE BERKELEY EOP HAS BEEN SUCCESSFUL AS EVIDENCED BY AN INDEPENDENT EVALUATION BY THE SOUTHERN EDUCATIONAL FOUNDATION. (RJ)

ED041988 UD010486
TITLE I, ESEA PROGRAM EVALUATION, 1968-69. PROGRAM RESEARCH AND DEVELOPMENT. JACOBS, JAMES N., ED.; FELIX, JOSEPH L., ED., FEB 70, 111P.

THIS PROGRAM EVALUATION REPORT OF 1968-69 TITLE I ESEA ACTIVITY IN CINCINNATI PUBLIC SCHOOLS IS A SURVEY OF A NUMBER OF GLOBAL MEASURES OF THE CHARACTERISTICS OF PUPILS, PARENTS, AND SCHOOL PERSONNEL IN TARGET SCHOOLS. MEASUREMENTS REPORTED DO NOT FOCUS ON PUPILS SERVED DIRECTLY BY THE PROGRAM, BUT ON THE IMPACT ON A LARGER SCALE ON THE TOTAL EDUCATIONAL PROGRAM OF THE SCHOOLS IDENTIFIED AS TITLE I TARGETS.

ED041995 UD010497
THE COMMUNITY SCHOOL IN THE NATION. COMMUNITY ISSUES. FEB 70, 18P.

THE MAJOR STIMULUS OF THE COMMUNITY SCHOOL MOVEMENT IS A GENERAL DISSATISFACTION WITH THE EXISTING PUBLIC EDUCATION SYSTEM, THE GREATEST THRUST HAVING COME FROM THE MINORITY GROUPS. THE TWO MAJOR DIFFICULTIES APPEAR TO BE THE CREATION OF INDEPENDENT SCHOOLS OR DISTRICTS UNDER LOCAL COMMUNITY CONTROL, AND THE DEVELOPMENT OF ADEQUATE FUNDING RESOURCES ONCE INDEPENDENCE IS ESTABLISHED. ALL OF THE PRIVATE COMMUNITY SCHOOLS ARE FACING FINANCIAL CRISIS--FEDERAL FUNDS, THOUGH A SOURCE OF POTENTIAL SUPPORT, ARE INSUFFICIENT TO SATISFY EXPANSION. LEGISLATION IN SEVERAL STATES ALLOWING STATE AID TO PRIVATE SCHOOLS MAY ULTIMATELY PROVIDE THE LARGEST POTENTIAL SOURCE. BOTH GROUPS OF COMMUNITY SCHOOL ACTIVISTS--THOSE

WHO SEEK CHANGE IN THE SYSTEM, AND THOSE WHO HAVE ABANDONED THE SYSTEM--HAVE BEEN FACED WITH GREAT ADVERSITY IN THEIR CAUSE

ED042001 VT010318
WHERE IT'S HAPPENING. A SELECTIVE GUIDE TO CONTINUING PROGRAMS FUNDED BY THE UNITED STATES OFFICE OF EDUCATION. 68, 64P.

THIS BOOKLET HAS BEEN PREPARED AS AN AID IN SORTING OUT THE LONG-TERM PROJECTS FUNDED BY THE UNITED STATES OFFICE OF EDUCATION. SECTIONS ARE: (1) REGIONAL EDUCATIONAL LABORATORIES, (2) RESEARCH AND DEVELOPMENT CENTERS, (3) EDUCATIONAL POLICY RESEARCH CENTERS, (4) REGIONAL RESEARCH PROGRAM: SMALL PROJECT RESEARCH, (5) RESEARCH COORDINATING UNITS FOR VOCATIONAL EDUCATION, (6) INSTRUCTIONAL MATERIALS CENTERS FOR HANDICAPPED CHILDREN AND YOUTH, AND (7) EDUCATIONAL RESOURCES INFORMATION CENTERS. EACH SECTION BEGINS WITH A SHORT EXPLANATION, FOLLOWED BY THE ADDRESS AND TELEPHONE NUMBERS OF PROJECT DIRECTORS. IN MOST CASES, THE PROJECTS ARE DESCRIBED AND THEIR LOCATION IS ILLUSTRATED ON A MAP. AN INDEX IS INCLUDED. (SB)

ED042007 VT011028
HELPING ALL THE HANDICAPPED 31 OCT 68, 222P.

THIS REPORT BY THE PLANNING COMMISSION CULMINATES 2 YEARS OF PUBLIC HEARINGS AND THE INVESTIGATIONS OF 10 TASK FORCES ON VOCATIONAL REHABILITATION. A BROADER DEFINITION OF THE DISABLED, ONE WHICH INCLUDES THE DISADVANTAGED, IS GAINING ACCEPTANCE, RESULTING IN THE NEED FOR EXPANDED REHABILITATION PROGRAMS. THIS STUDY PROVIDES THE NECESSARY GUIDELINES FOR THAT EXPANSION. PRINCIPAL RECOMMENDATIONS AMONG THE 200 MADE BY THE COMMISSION INCLUDE: (1) ADMINISTRATIVE REORGANIZATION AT BOTH STATE AND COMMUNITY LEVEL, (2) INCREASED SERVICES ON A REGIONAL LEVEL THROUGH COOPERATION OF QUALIFIED AGENCIES, (3) IMPROVED PLACEMENT EFFORTS, INCLUDING SHELTERED EMPLOYMENT, (4) EXTENSION OF THE ARCHITECTURAL BARRIERS BOARD TO COVER ALL BUILDINGS OPEN TO THE PUBLIC, (5) EXPANDED SERVICES FOR THE PUBLIC OFFENDER, (6) ADJUSTMENT TO TECHNOLOGICAL CHANGE, (7) STRENGTHENED RESEARCH UNITS, AND (8) INCREASED MALE RECRUITMENT AND TRAINING OF PERSONNEL. (BH)

ED042040 VT011535
EVALUATION OF RESIDENTIAL SCHOOLS AND THE ESSENTIAL FACTORS WHICH CONTRIBUTE TO THEIR OPERATION. FINAL REPORT. PARKINSON, GEORGE A.; AND OTHERS, AUG 69, 159P.

TO DETERMINE THE FEASIBILITY OF ESTABLISHING MODEL RESIDENTIAL VOCATIONAL SCHOOLS TO SERVE THE NEEDS OF DISADVANTAGED YOUTH BETWEEN THE AGES OF 14 AND 21, SELF EVALUATION QUESTIONNAIRES AND ON-SITE EVALUATIONS DESIGNED TO GAIN INFORMATION ON ORGANIZATION AND ADMINISTRATION, INSTRUCTION, STUDENT SERVICES, AND FINANCES AND STAFF WERE ADMINISTERED AT 13 RESIDENTIAL SCHOOLS ACROSS THE COUNTRY. RESULTS SUPPORT CONCLUSIONS THAT RESIDENTIAL VOCATIONAL EDUCATION IS NOT ONLY DESIRABLE BUT NECESSARY. GENERALLY, RESIDENTIAL SCHOOLS HAVE THE TYPICAL SECONDARY SCHOOL COMMITMENT TO PREPARE STUDENTS FOR TRADITIONAL POSTSECONDARY EDUCATION. FEW STUDENTS CAN GRADUATE FROM THIS TYPE OF SCHOOL WITH A READILY MARKETABLE VOCATIONAL SKILL. IT WAS SUGGESTED THAT AGE 16 SHOULD BE THE LOWER LIMIT OF ACCEPTANCE RATHER THAN 14 AND THAT THE SCHOOL SITE SHOULD BE WITHIN COMMUTING DISTANCE TO METROPOLITAN AREAS. STUDENT SELECTION CRITERIA APPEARED TO BE A CRITICAL PROBLEM AREA, WITH SCHOOLS HAVING NO ADMISSION POLICIES ENCOUNTERING NUMEROUS PROBLEMS. IN ADDITION TO STUDY RESULTS, POSITION PAPERS BY VOCATIONAL TECHNICAL EDUCATION SPECIALISTS ARE INCLUDED. DATA TABLES AND THE STUDY PROPOSAL AND QUESTIONNAIRES ARE APPENDED. (AUTHOR/SB)

ED042047 VT011571
A SYNTHESIS OF ACTIVITIES LEADING TO THE ENACTMENT OF THE VOCATIONAL EDUCATION ACT OF 1963. FINAL REPORT. AUG 69, 280P.

THE VOCATIONAL EDUCATION ACT OF 1963 WAS AN APPARENT OUTGROWTH OF ECONOMIC CONDITIONS AND SOCIETAL NEEDS WHICH EXISTED IN THE UNITED STATES IN THE LATE 1950'S AND EARLY 1960'S. THE NATION'S MOST URGENT DOMESTIC PROBLEM WAS UNEMPLOYMENT WHILE PARADOXICALLY MILLIONS OF JOBS WHICH REQUIRED SKILLED WORKERS CONTINUED UNFILLED. THIS STUDY WAS CONCERNED WITH THE HISTORICAL DEVELOPMENT OF ISSUES AND ACTIVITIES WHICH LED TO THE ENACTMENT OF THIS IMPORTANT LEGISLATION. BASED ON AN EXAMINATION OF WRITTEN SOURCE DOCUMENTS, SUCH AS THE ADMINISTRATION'S EDUCATION MESSAGES TO THE CONGRESS, THE OVERALL PURPOSE OF THIS RESEARCH WAS TO BRING TOGETHER IN ONE DOCUMENT THOSE POSITIONS AND PROCEEDINGS ASSOCIATED WITH THE DESIGN AND ADOPTION OF THIS LAW. THIS REPORT WAS ALSO SUBMITTED AS ED.D. DISSERTATION TO OKLAHOMA STATE UNIVERSITY. (AUTHOR/JS)

ED042054 VT011614
REPORT ON A PROPOSED PLANNING SYSTEM FOR THE NEW JERSEY DIVISION OF VOCATIONAL EDUCATION. BREWIN, C. EDWIN, JR.; AND OTHERS, FEB 70, 248P.

MUCH OF THE MISUNDERSTANDING CONCERNING PLANNING, PROGRAMING, AND BUDGETING STEMS FROM THE LACK OF OPERATIONAL PLANNING SYSTEMS. HOWEVER, SUCH A SYSTEM HAS BEEN DEVELOPED AND FIELD TESTED OVER THE PAST 3 YEARS IN TWO COUNTIES AND SIX SCHOOL DISTRICTS IN PENNSYLVANIA. KEY CONCEPTS USED IN THE SYSTEM INCLUDE FORECASTING, INDICATORS, THE STATUS REPORT, AND PROJECT ALTERNATIVES. THESE CONCEPTS HAVE BEEN MODIFIED AND ADOPTED FOR THE RECOMMENDED NEW JERSEY VOCATIONAL EDUCATIONAL PLANNING SYSTEM. THE SYSTEM IS PRIMARILY CONCERNED WITH PLANNING DECISIONS AND ONLY SECONDARILY WITH MANAGEMENT AND OPERATIONS DECISION PROCESSES. IT PROVIDES A FORMALIZED, SEQUENTIAL PROCESS, FUNCTIONING CONTINUOUSLY DURING THE PLANNING CYCLE AND INCORPORATES PLANNING SUBSYSTEM PROCEDURES, INDICATOR SETS, FORECAST PROCEDURES, AND DATA FILES AND REPORT GENERATION PROCEDURES. (AUTHOR/JS)

ED042056 VT011633
THE RELATIONSHIP OF ENROLLMENT SIZE OF AREA VOCATIONAL-TECHNICAL SCHOOLS IN MISSOURI TO PER STUDENT EXPENDITURES FOR VOCATIONAL EDUCATION. 70, 148P.
DOCUMENT NOT AVAILABLE FROM EDRS.

IN THE CONTROVERSY REGARDING THE RELATIONSHIP OF THE COST PER STUDENT TO THE SIZE OF THE SCHOOL, SOME ARGUE THAT ECONOMICS OF SCALE EXIST WHILE OTHERS INSIST THAT THEY DO NOT. THE PURPOSE OF THIS STUDY WAS TO ESTIMATE THE NET RELATIONSHIP BETWEEN THE ENROLLMENT SIZE OF AN AREA VOCATIONAL TECHNICAL SCHOOL AND THE EXPENDITURES PER STUDENT. THE INQUIRY WAS DIRECTED AT 16 SHARE-TIME MISSOURI VOCATIONAL TECHNICAL SCHOOLS HAVING PERMANENT SEPARATE PLANT FACILITIES AND CONFINED TO THE REGULAR DAY PROGRAM OFFERED TO FULL-TIME HIGH SCHOOL DAY STUDENTS. DATA WERE GATHERED THROUGH PERSONAL INTERVIEWS WITH SCHOOL ADMINISTRATORS AND THROUGH THE VARIOUS DIVISIONS OF THE STATE DEPARTMENT OF EDUCATION. A PARABOLIC EQUATION AND A STEP-WISE MULTIPLE REGRESSION MODEL REVEALED THE OPTIMUM SCHOOL ENROLLMENT SIZE IN RELATION TO A MINIMUM AVERAGE CURRENT EXPENDITURE PER STUDENT. THE STUDY CONCLUDED THAT THE SINGLE MOST COMMON FACTOR CONTRIBUTING TO EXPENDITURES PER STUDENT WAS THE NUMBER OF STUDENTS ENROLLED. IT WAS FURTHER CONCLUDED THAT ADMINISTRATIVE COSTS AND THE KINDS AND AMOUNTS OF EQUIPMENT UTILIZED WERE MAJOR CONTRIBUTORS TO OPERATING COSTS. IT WAS RECOMMENDED THAT SCHOOLS MAINTAIN ADEQUATE FINANCIAL ACCOUNTS AND RECORDS. THIS ED.D. DISSERTATION WAS SUBMITTED TO THE UNIVERSITY OF MISSOURI. (AUTHOR/JS)

ED042064 AA000602
A STUDY OF THE IMPACT OF RESEARCH ON UTILIZATION OF MEDIA FOR EDUCATIONAL PURPOSES. FINAL REPORT. 15 JUL 70, 273P.

IN THIS STUDY OF TITLE VII, THE RESEARCH AND DISSEMINATION ACTIVITIES CARRIED OUT BETWEEN 1958 AND 1968, THE EDUCATIONAL ADVANCES AND CHANGES MADE, AND THE STRENGTHS AND WEAKNESSES OF THE ADMINISTRATIVE PROCEDURES ARE INVESTIGATED, ANALYZED, RESEARCHED, AND ASSESSED. ACTIVITIES CARRIED OUT IN THE CONDUCT OF THE STUDY WERE THOROUGH RESEARCH AND ANALYSIS OF THE LITERATURE AND SIMILAR DATA ON TITLE VII

ED042065 AA000603
A STUDY OF THE IMPACT OF RESEARCH ON UTILIZATION OF MEDIA FOR EDUCATIONAL PURPOSES. FINAL REPORT: OVERVIEW. FILEP, ROBERT T.; SCHRAMM, WILBER, 15 JUL 70, 122P.

FOR THE ABSTRACT OF THE FINAL REPORT, SEE ED 042 064 IN THIS ISSUE OF RIE. (LS)

ED042107 AC008389
SELECTED FACTORS RELATED TO SELECTIVE SERVICE REJECTION AND REJECTION RATE IN DELAWARE (1967): A STUDY OF THE CHARACTERISTICS OF YOUNG MEN FAILING TO MEET MENTAL QUALIFICATIONS FOR MILITARY SERVICE. JUN 70, 54P.

THIS STUDY SOUGHT INFORMATION ABOUT SELECTIVE SERVICE REJECTION IN DELAWARE, SPECIFICALLY REJECTEE CHARACTERISTICS, REASONS FOR REJECTION, AND THE HIGH REJECTION RATE IN DELAWARE. THE BASIC DESIGN WAS A MODIFIED CASE STUDY METHOD IN WHICH A SAMPLE OF INDIVIDUAL RECORDS WERE EXAMINED. DIFFERENCES BETWEEN THIS SAMPLE AND NATIONAL SAMPLES WERE TESTED BY CHI SQUARE. THE FISHER EXACT METHOD WAS USED TO TEST RELATIONSHIPS BETWEEN REJECTEE CHARACTERISTICS. FOUR FIFTHS OF THE REJECTEES WERE IV-F. THE FISHER TEST REVEALED THAT THE RELATIONSHIP BETWEEN THE REJECTEE'S EDUCATIONAL LEVEL AND THAT OF HIS PARENTS APPROACHED SIGNIFICANCE

ED042228 EA002958
PROGRAM EVALUATION IN COST BENEFIT TERMS. MAR 70, 15P.

THIS PAPER ADVANCES A MODEL, CALLED THE EXPECTED OPPORTUNITY LOSS MODEL, FOR CURRICULUM EVALUATION. THIS DECISION-MAKING TECHNIQUE UTILIZES SUBJECTIVE DATA BY RANKING COURSES ACCORDING TO THEIR EXPECTED CONTRIBUTIONS TO THE PRIMARY OBJECTIVE OF THE TOTAL PROGRAM. THE MODEL ALSO UTILIZES OBJECTIVE DATA IN THE FORM OF COMPONENT COSTS, AND DIFFERS FROM TRADITIONAL COST-EFFECTIVENESS MODELS IN THAT IT PLACES LESS EMPHASIS ON THE COST COMPONENTS. THE PURPOSES OF THE DECISION MODEL ARE (1) TO FORMULATE ALTERNATIVES FOR DECISION MAKING UNDER UNCERTAINTY, AND (2) TO APPRAISE THE PROBABLE OR CONDITIONAL OPPORTUNITY LOSS. THE MINIMUM LOSS IS THE OPTIMUM DECISION. (DE)

ED042230 EA002963
PROCEEDINGS OF NATIONAL CONFERENCE ON SCHOOL FINANCE (12TH, NEW ORLEANS, LOUISIANA, MARCH 23-25, 1969). FISCAL PLANNING FOR SCHOOLS IN TRANSITION. 70, 271P.
HC NOT AVAILABLE FROM EDRS.

SOME OF THE PAPERS IN THIS COLLECTION ATTEMPT TO DEFINE EQUALITY OF EDUCATIONAL OPPORTUNITY, WHILE OTHERS PRESENT EVIDENCE THAT SUCH EQUALITY IS NOT BEING ACHIEVED. ALSO DISCUSSED ARE (1) THE EFFECTS OF A CHANGING NATIONAL ECONOMY

ON SCHOOLS, (2) SOME POLITICAL ASPECTS OF EDUCATIONAL FINANCE, (3) FINANCE PROBLEMS IN URBAN SCHOOLS, (4) LEGISLATION AND LITIGATION IN SCHOOL ISSUES, (5) PLANNING PROGRAMING BUDGETING AND MANAGEMENT INFORMATION SYSTEMS, (6) SCHOOL FOOD SERVICES FINANCING, (7) STATE SUPPORT, (8) LONGRANGE PLANNING, AND (9) LOCAL BUDGET PROBLEMS. (AUTHOR/DE)

ED042233 EA002966
EQUAL TREATMENT TO EQUALS: A NEW STRUCTURE FOR PUBLIC SCHOOLS IN THE KANSAS CITY AND ST. LOUIS METROPOLITAN AREAS. HOOKER, CLIFFORD P.; MUELLER, VAN D., JUN 69, 72P.

THIS STUDY OF SCHOOL DISTRICTS IN THE KANSAS CITY AND ST. LOUIS METROPOLITAN AREAS IS PART OF A LARGER STUDY ENTITLED, "SCHOOL DISTRICT ORGANIZATION FOR MISSOURI" (ED 026 171). AFTER A DISCUSSION OF POLITICAL, SOCIAL, AND ECONOMIC FACTORS AFFECTING SCHOOLS IN MOST METROPOLITAN AREAS, THE PAPER FOCUSES ON KANSAS CITY AND ST. LOUIS, WHERE GROSS INEQUALITIES OF EDUCATIONAL OPPORTUNITY ARE SEEN TO EXIST. A NEW STRUCTURE FOR PUBLIC EDUCATION IN MISSOURI IS THEN DESCRIBED AS A REGIONAL SCHOOL DISTRICT WITH LIMITED POWERS FOR EACH OF THE KANSAS CITY AND ST. LOUIS METROPOLITAN AREAS. (MAPS ON PP. 70-71 MAY REPRODUCE POORLY). (DE)

ED042238 EA002988
EDUCATIONAL PLANNING AND POLICY: AN INTERNATIONAL BIBLIOGRAPHY. WORKING DRAFT. PARTS I - VI. WEBSTER, MAUREEN; AND OTHERS, JUN 69, 661P.

THIS 4,927-ITEM BIBLIOGRAPHY CONSTITUTES PART OF A RESEARCH PROJECT TO PROVIDE A DESCRPTIVE REVIEW OF WORLDWIDE EDUCATIONAL PLANNING TECHNIQUES AND EXPERIENCES, AS WELL AS AN EVALUATION OF THE USEFULNESS OF SUCH PLANNING FOR INTEGRATION IN APPROACHES TO FUTURES PLANNING. IN ADDITION TO SUPPORTING THE RESEARCH PROJECT, THE BIBLIOGRAPHY PROVIDES A TOOL FOR SCHOLARS AND PRACTITIONERS TO USE IN ALL EDUCATIONAL PLANNING AND POLICY. MOST SOURCES ARE ENGLISH, ALTHOUGH SOME ARE FRENCH, SPANISH, OR GERMAN. THE ENTRIES ARE DIVIDED INTO (1) EDUCATION AND NATIONAL DEVELOPMENT, (2) COMPREHENSIVE AND PARTIAL PLANNING, (3) FINANCING EDUCATIONAL PLANS, (4) INFLUENCES ON THE TARGETS OF PLANNING, (5) PRODUCTIVITY AND EFFICIENCY, AND (6) BIBLIOGRAPHIES. AUTHOR, COUNTRY AND REGIONAL INDEXES ARE ALSO INCLUDED. (RA)

ED042241 EA002992
FISCAL EFFECTS OF PUBLIC SCHOOL FINANCE PLANS. 3 MAR 70, 17P.

TWO MAJOR ISSUES IN PUBLIC SCHOOL FINANCE ARE FUND RAISING AND FUND DISTRIBUTING. IN THIS PAPER, FOUR SCHOOL SUPPORT PLANS ARE ANALYZED FOR THEIR EFFECTS ON THE DISTRIBUTION OF FUNDS AMONG LOCAL DISTRICTS, ON THE DISTRIBUTION OF THE TAX BURDEN AMONG LOCAL, STATE, AND NATIONAL BASES, AND ON THE PROVISIONS FOR DISTRICTS TO RAISE OR LOWER TAXES. PLANS ONE AND TWO BOTH EQUALIZE THE EDUCATIONAL SERVICES OF ALL DISTRICTS IN A STATE AT SOME LEVEL. UNDER PLAN ONE THE STATE PROVIDES ALL FUNDS FOR EDUCATIONAL SERVICES. UNDER PLAN TWO THE STATE ADDS TO FUNDS RAISED LOCALLY UP TO THE POINT OF EQUALIZATION. PLAN THREE CALLS FOR STATES TO PROVIDE MATCHING GRANTS TO LOCALLY RAISED REVENUE. UNDER PLAN FOUR LOCAL DISTRICTS SET THE LEVEL OF EDUCATIONAL SERVICE, AND STATES SUBSIDIZE SOME PORTION OF THE TOTAL EXPENDITURE. (RA)

ED042243 EA002996
LAW AND EQUAL RIGHTS FOR EDUCATIONAL OPPORTUNITY. [70], 16P.

ARGUING VIOLATION OF THE EQUAL PROTECTION CLAUSE OF FEDERAL AND STATE CONSTITUTIONS, COURT ACTIONS IN SEVERAL STATES HAVE CHALLENGED THE METHOD OF FINANCING PUBLIC EDUCATION. THE ISSUES RAISED CONCERN INTERDISTRICT DIFFERENTIALS IN ASSESSED VALUATION OF PROPERTIES. THESE DIFFERENTIALS RESULT IN LOWER PER-PUPIL FUNDS FOR URBAN AND RURAL DISTRICTS EVEN THOUGH THESE DISTRICTS ARE TAXING TO THE MAXIMUM ALLOWABLE. DEFENDANTS ADMIT INEQUALITIES, BUT ASSERT THAT COURTS HAVE NEITHER THE POWERS NOR THE SKILLS NEEDED TO EQUALIZE EDUCATION. TO DATE, NO COURT HAS FOUND THESE FINANCING INEQUALITIES TO BE UNCONSTITUTIONAL. (JF)

ED042244 EA002997
THE DILEMMAS OF STATE-LOCAL TAX REFORM. 7 APR 70, 10P.

THE PRIMARY PROBLEM FOR AMERICAN EDUCATIONAL FINANCE IS NOT HOW TO TAX BUT HOW MUCH TO TAX. IN MODERN FISCAL ARRANGEMENTS, STATES AND LOCALITIES EXTRACT RESOURCES FROM THEIR CITIZENS IN SOME COMBINATION OF SALES, INCOME, OR WEALTH TAXES. ANY TAX REFORM JUGGLES THE RELATIVE CONTRIBUTION OF EACH SOURCE, BUT THE TOTAL AMOUNT EXTRACTED IS STILL THE SAME. FOR THOSE WHO WISH TAX REFORM, THE ISSUE IS NOT THE SYSTEM OF TAXATION, BUT THE SYSTEM OF TAX ALLOCATION. FOR EXAMPLE, THIS SOCIETY MUST DECIDE HOW MUCH EDUCATION IS DESIRABLE RELATIVE TO NEEDS FOR ROADS OR ARMIES. EDUCATION SHOULD PROVIDE A FOUNDATION FOR POLITICAL LITERACY. BECAUSE EDUCATION INVESTS IN HUMAN CAPITAL, IT SHOULD BE PUSHED TO THE POINT AT WHICH INVESTMENT IN PEOPLE YIELDS THE SAME RETURN AS INVESTMENT IN THINGS. (RA)

ED042245 EA002998
THE RATIONALE FOR GENERAL FEDERAL AID TO EDUCATION. 5 APR 70, 10P.

CITIZENS AT THE LOCAL AND STATE LEVELS CAN NO LONGER MEET THE BUDGETARY NEEDS OF SCHOOLS. THE MOST POWERFUL ALTERNATIVE RESOURCE IS THE FEDERAL GOVERNMENT. HOWEVER, FEDERAL FUNDS ARE ENCUMBERED BY A PLETHORA OF RESTRICTIONS, RIDERS, REBATES, AND REDUNDANCIES, AND AS IT NOW EXISTS, FEDERAL AID BYPASSES WHAT IS PERHAPS THE MOST IMPORTANT ELEMENT IN EDUCATION -- THE CLASSROOM TEACHER. THE NEA SUPPORTS FEDERAL LEGISLATION, SUCH AS THE GENERAL FEDERAL ASSISTANCE ACT, THAT WOULD PROVIDE GENERAL AID TO STATES. THIS BILL DISTRIBUTES TO THE STATES $100 PER SCHOOL CHILD, HALF OF WHICH SUM MUST BE ALLOCATED TO INCREASING TEACHER SALARIES. SUCH A PLAN PRESERVES LOCAL CONTROL IN EDUCATION AND PUTS FEDERAL AID WHERE IT IS NEEDED MOST -- IN THE GENERAL OPERATING BUDGET. (RA)

ED042246 EA002999
THE IMPACT OF LEGAL AID PROGRAMS FOR THE POOR ON THE OPERATION OF PUBLIC SCHOOL DISTRICTS IN THE UNITED STATES. NOV 69, 25P.

THE ECONOMIC OPPORTUNITY ACT OF 1964 ESTABLISHED A COMMUNITY ACTION PROGRAM -- AN ALL-OUT COMMUNITY ATTACK AGAINST POVERTY. ONE GOAL OF THIS PROGRAM -- LAW REFORM -- HAS SINCE BEEN IMPLEMENTED BY BOTH TRADITIONAL LEGAL AID SOCIETIES AND NEWLY-CREATED AGENCIES THAT SELECT UNUSUAL CASES FOR SPECIAL TREATMENT. RESPONSES TO INQUIRIES MADE OF OVER 80 LEGAL AID SOCIETY DIRECTORS REFLECTED INTERCHANGES WITH LOCAL PUBLIC SCHOOLS IN NINE AREAS: STUDENT DISCIPLINE, FEDERAL FUND USE BY LOCAL PUBLIC SCHOOLS, SCHOOL BUS TRANSPORTATION, INTEGRATION OF PUPILS, DISTRICT ORGANIZATION AND MANAGEMENT, TUITION, APPLICATION OF THE "ONE MAN, ONE VOTE" PRINCIPLE IN SCHOOL BOND ELECTIONS, STATE AID TO LOCAL PUBLIC SCHOOLS, AND EDUCATIONAL ACTIVITIES CONCERNING THE LAW. (JF)

ED042247 EA003000
THE IMPACT OF PRESENT PATTERNS OF FUNDING EDUCATION FOR URBAN SCHOOLS. 6 APR 70, 32P.

RAISING ADEQUATE REVENUES FOR EDUCATIONAL SUPPORT HAS BECOME A PROBLEM IN MANY OF THE NATION'S SCHOOL SYSTEMS, BUT HARDEST HIT ARE BIG-CITY AND URBAN SYSTEMS. THIS CRISIS EXISTS BECAUSE CITIES CANNOT SUPPORT EDUCATIONAL SERVICES WITH AVAILABLE TAX RESOURCES, BECAUSE URBAN EDUCATIONAL COSTS ARE HIGHER THAN THOSE IN THE SUBURBS, AND BECAUSE CITIES FUNCTION IN MORE RESTRICTIVE AND LESS REWARDING LEGAL FRAMEWORKS THAN DO SUBURBAN AND RURAL AREAS. IN ADDITION, CITIES PROVIDE OTHER SERVICES -- SANITATION, WELFARE, AND PUBLIC HOUSING -- AND HAVE GREATER AND MORE DIVERSE FINANCIAL COMMITMENTS THAN DO SUBURBAN COMMUNITIES. EARLY IN THIS CENTURY, EDUCATION-AID FORMULAS WERE DESIGNED TO COMPENSATE FOR EXISTING DISPARITIES BETWEEN WEALTHY CITIES AND POORER OUTLYING AREAS. NOW, HOWEVER, THE RELATIVE FISCAL POSITIONS ARE REVERSED, ALTHOUGH THE SAME FORMULAS APPLY. TABLES PRESENT COMPARATIVE DATA ON 37 METROPOLITAN AREAS AND THEIR SUBURBS. (RA)

ED042250 EA003004
RELATIONSHIPS BETWEEN INNOVATION AND SELECTED SCHOOL FACTORS. [69], 15P.

THIS PAPER PRESENTS THE RESULTS OF A STUDY TO DETERMINE THE RELATIONSHIPS BETWEEN EDUCATIONAL INNOVATION AND CERTAIN SCHOOL FACTORS -- QUALITY RANKING, MEAN AGE OF PRINCIPALS, LENGTH OF SUPERINTENDENT TENURE, AMOUNT OF LOCAL REVENUE DEVOTED TO EDUCATION, AND DISTRICT ENRICHMENT EXPENDITURE. REGRESSION EQUATIONS AND EXPLANATIONS OF REPORT STUDY FINDINGS WERE UTILIZED IN ARRIVING AT THE CONCLUSION THAT THE BEST PREDICTOR OF INNOVATION -- AMONG THE VARIABLES TESTED IN THE STUDY -- IS THE AMOUNT OF LOCAL REVENUE THE SCHOOL DISTRICT ALLOCATES TO EDUCATION. (RELATED DOCUMENTS ARE EA 002 282 AND EA 002 246). (LLR)

ED042256 EA003011
TRENDS IN STATE SUPPORT OF PUBLIC SCHOOL CAPITAL OUTLAY. 70, 9P.

AFTER NOTING THAT ONLY 43.6 PERCENT OF THE DOLLAR VALUE OF SCHOOL BOND ISSUES SUBMITTED TO U.S. VOTERS WAS APPROVED DURING 1968-69, THE AUTHOR DISCUSSES VARIOUS STATE GRANT AND LOAN SCHOOL CONSTRUCTION PROGRAMS. ALTERNATIVES TO, AND SUGGESTIONS FOR, FINANCING PUBLIC SCHOOL CONSTRUCTION, AS WELL AS GUIDELINES FOR DEVELOPING STATE CAPITAL OUTLAY SUPPORT PROGRAMS ARE PROVIDED. (LLR)

ED042257 EA003013
EDUCATIONAL INEQUALITY, SCHOOL FINANCE, AND A PLAN FOR THE 70'S. GUTHRIE, JAMES W.; AND OTHERS, 6 APR 70, 50P.

THIS PAPER REPORTS ON A RECENT STUDY IN MICHIGAN TO ASSESS THE PART PLAYED BY STATE SCHOOL FINANCE ARRANGEMENTS RELATIVE TO SOCIAL CLASS STRUCTURE. STUDY RESULTS SUPPORTED THE PREMISE THAT PRESENT SYSTEMS FOR FINANCING PUBLIC SCHOOLS TEND TO REINFORCE SOCIAL CLASS DISTINCTIONS. AN ALTERNATIVE FINANCIAL PLAN THAT WOULD HELP EQUALIZE EDUCATIONAL OPPORTUNITY IS PRESENTED. SUPPORTIVE TABLES AND STATISTICS, AS WELL AS A 55-ITEM BIBLIOGRAPHY, ARE PROVIDED. (LLR)

ED042258 EA003014
ES '70: A SYSTEMS APPROACH TO EDUCATIONAL REFORM. 3 MAR 70, 11P.

NINETEEN GEOGRAPHICALLY DISTRIBUTED SECONDARY SCHOOLS WERE LINKED WITH RESEARCH AND DEVELOPMENT RESOURCE GROUPS FOR THE PURPOSE OF IMPLEMENTING A 5-YEAR LEARNER-CENTERED CURRICULUM. THE ULTIMATE GOAL WAS TO HAVE EACH OF THE SCHOOLS SERVE AS A DEMONSTRATION CENTER FOR REGIONALLY CONTINGUOUS SCHOOL DISTRICTS. THE CHANGES ATTEMPTED WERE THE PRODUCTS OF A CAREFULLY PLANNED, SYSTEMATIC TIMETABLE WITH REDESIGNED SUBSYSTEMS (INSTRUCTIONAL, ADMINISTRATIVE, AND BUDGETING) DEVELOPED BY OUTSIDE RESOURCE GROUPS BUT NECESSITATING FULL INVOLVEMENT OF PRACTITIONERS. PROGRESS OVER THE FIRST THREE YEARS AND IMPLICATIONS FOR FACILITATING FUTURE EFFECTIVE LINKAGE BETWEEN RESEARCHERS AND PRACTITIONERS AND RESOURCES AT STATE AND NATIONAL LEVELS ARE DISCUSSED. (AUTHOR)

ED042273 EC005000
PROGRAMS FOR THE HANDICAPPED. MENTAL RETARDATION HOSPITAL IMPROVEMENT PROGRAM, 1969. DEC 69, 18P.

A LIST IS GIVEN OF THE 99 PROJECTS FUNDED FOR FISCAL YEAR 1969 BY THE MENTAL RETARDATION HOSPITAL IMPROVEMENT PROGRAM (HIP), A DIRECT GRANT PROGRAM DESIGNED TO STIMULATE IMPROVED SERVICES TO THE MENTALLY HANDICAPPED IN STATE INSTITUTIONS BY DEMONSTRATING INNOVATIVE TECHNIQUES. INFORMATION PROVIDED SPECIFIES GRANTEE INSTITUTION AND ADDRESS (BY STATE), PROJECT PERIOD, TITLE AND PURPOSE, AND 1969 PROJECT BUDGET. APPLICATION REQUIREMENTS, PROJECT ACTIVITIES, AND TOTAL HIP FUNDS FOR THE PAST 5 YEARS ARE ALSO DISCUSSED. (JD)

ED042274 EC005184
A NEED FOR THE STATE OF MICHIGAN TO ESTABLISH A POSITION IN THE EDUCATIONAL PREPARATION OF TALENTED TOTS. A REPORT TO THE MICHIGAN LEGISLATURE. SEP 69, 29P.

A REPORT ON THE NEED FOR GIFTED EDUCATION WAS PREPARED BY THE MICHIGAN ASSOCIATION FOR THE ACADEMICALLY TALENTED FOR THE MICHIGAN STATE LEGISLATURE. INCLUDED ARE A BRIEF DESCRIPTION OF RELEVANT RESEARCH ON THE GIFTED, AN ANALYSIS OF FEDERAL LEGISLATION FOR THE GIFTED, AN ANALYSIS OF STATE LEGISLATION IN FIFTEEN STATES THAT INCLUDES DEFINITIONS OF GIFTEDNESS, PROGRAM DESCRIPTIONS, ADVISORY GROUPS AND STUDY GROUPS, DIAGNOSTIC PROCEDURES AND FINANCIAL SUPPORT. THE REPORT IS CONCLUDED WITH A LIST OF GENERAL RECOMMENDATIONS FOR MEETING THE NEEDS OF THE GIFTED IN THE STATE OF MICHIGAN. (SP)

ED042275 EC005207
IDAHO EDUCATIONAL DEVELOPMENT CENTERS AND SERVICES FOR EXCEPTIONAL CHILDREN. [68], 188P.

EDUCATIONAL DEVELOPMENT CENTERS WERE ESTABLISHED TO IDENTIFY NEEDS AND BEHAVIOR PATTERNS OF EXCEPTIONAL AND MIGRANT CHILDREN AND TO INITIATE PROCEDURES WHICH WOULD REDUCE EDUCATIONAL AND CULTURAL DEPRIVATION. ACTIVITIES INCLUDED SEVEN SPECIAL INSTRUCTIONAL, VOCATIONAL, LEISURE TIME, AND MEDIA PROGRAMS. ALSO PROVIDED WERE FOUR PUPIL PERSONNEL SERVICES, SIX PROFESSIONAL AND PARAPROFESSIONAL PRESERVICE AND INSERVICE TRAINING PROGRAMS, THREE PARENT EDUCATION PROGRAMS, AND CONSULTANT SERVICES. INDEPENDENT ON-SITE EVALUATION OF THE CENTERS WAS GENERALLY FAVORABLE. THE TITLE III DATA FORMS IS INCLUDED ALONG WITH A NARRATIVE CONTINUATION APPLICATION OUTLINING PROJECTED ACTIVITIES

ED042300 EC006150
MENTAL HEALTH DIVISION PROGRAMS. JAN 69, 81P.

INFORMATION IS PROVIDED CONCERNING STATE MENTAL HEALTH SERVICES IN OREGON, INCLUDING ESTIMATES OF NEED AND ORGANIZATION OF THE MENTAL HEALTH DIVISION. MAJOR THRUSTS OF THE 1969-71 BUDGET ARE DETAILED AS ARE ADMINISTRATIVE CONSIDERATIONS IN BUDGET PREPARATION. ALSO COVERED ARE HOSPITALS FOR THE MENTALLY ILL, HOSPITALS FOR THE MENTALLY RETARDED, NONHOSPITAL PROGRAMS, AND PROBLEMS FOR THE FUTURE. (JD)

ED042329 EM008167
CAI SYSTEMS PAST, PRESENT, AND FUTURE. MAR 70, 9P.
DOCUMENT NOT AVAILABLE FROM EDRS.

IN CONSIDERING THE DEVELOPMENT OF COMPUTER-ASSISTED INSTRUCTION (CAI) SYSTEMS OVER THE PAST ELEVEN YEARS, ONE CAN SEE A PATTERN OF INTERACTION BETWEEN ADVANCES IN COMPUTER HARDWARE AND SOFTWARE AND CONTINUING EFFORTS TO SOLVE THE BASIC PROBLEMS OF CAI: PROBLEMS OF ACHIEVING A NATURAL-LANGUAGE CAPABILITY, OF KEEPING THE COST LOW, AND OF MAKING CODING AND EDITING EASIER. AS NEW EQUIPMENT AND THE HIGHER LEVEL LANGUAGES BECAME AVAILABLE, SOLUTIONS TO ONE OR ANOTHER OF THESE BASIC PROBLEMS HAVE BECOME FEASIBLE. NOW, IN THE FOURTH GENERATION OF CAI, WE HAVE ON LINE, TIME-SHARING CAPABILITIES AND A POWERFUL AND FLEXIBLE LANGUAGE THAT EMBODIES BOTH PROGRAM LOGIC AND INSTRUCTIONAL CONTENT. THIS PATTERN GIVES SOME HINT OF HOW THINGS WILL PROCEED IN THE FUTURE: THROUGH A CONTINUING ITERATION BETWEEN TECHNOLOGY--IN THE FORMS OF THE MINI-COMPUTER ON THE ONE HAND AND THE EXTREMELY LARGE TIME-SHARE FACILITY ON THE OTHER--AND FURTHER EFFORTS TO SOLVE THE MORE COMPLICATED NEEDS THAT FACE US NOW. (JY)

ED042501 PS003393
STANDARDS AND COSTS FOR DAY CARE. [69], 8P.

THIS ANALYSIS PROJECTS STANDARDS AND COSTS FOR THREE TYPES OF DAY CARE SITUATIONS: (1) CARE IN A CENTER FOR THE FULL DAY

ED042519 RC004512
SOUTHWESTERN NORTH CAROLINA PLANNING AND DEVELOPMENT COMMISSION. INVESTMENT PROGRAM, FISCAL YEAR 1971. 1 APR 70, 48P.
EDRS PRICE MF-$0.25 HC-$2.50

SIX COUNTIES (CHEROKEE, CLAY, GRAHAM, JACKSON, MACON, AND SWAIN) IN SOUTHWESTERN NORTH CAROLINA HAVE FORMED A PLANNING AND DEVELOPMENT COMMISSION WHICH IS LEGALLY RESPONSIBLE FOR ALL PROJECT APPROVAL IN THE AREA. IN THE DOCUMENT, A BRIEF HISTORY OF EACH COUNTY IS PROVIDED IN TERMS OF WHAT HAS BEEN DONE IN RELATION TO THE NATURAL AND HUMAN RESOURCES. PROJECTS PLANNED FOR 1971, SUCH AS NEW BUILDINGS FOR THE TECHNICAL INSTITUTES SERVING THE COUNTIES, ARE DESCRIBED. (LS)

ED042555 RC004617
A SUMMARY REPORT OF SIX SCHOOL SYSTEMS. [68], 31P.

THE CONCLUSIONS AND RECOMMENDATIONS OF A STUDY OF 6 NEGRO-MAJORITY SCHOOL SYSTEMS LOCATED IN GEORGIA, MISSISSIPPI, AND SOUTH CAROLINA ARE PRESENTED IN THIS REPORT. DUAL SCHOOL SYSTEMS ARE OPERATING IN THE DISTRICTS STUDIED, BUT ALL HAVE STARTED THE DESEGREGATION PROCESS. IMPORTANT CONSIDERATIONS INCLUDE PAST ACHIEVEMENT DIFFERENCES, SALARY DIFFERENTIALS, CLASS SIZE DISPARITIES, OVERCROWDED BUSES, MORE COURSE OFFERINGS AND EXTRACURRICULAR ACTIVITIES, THE ELIMINATION OF SMALL SCHOOLS, AND EDUCATIONAL CHANGES IN ORGANIZATION AND METHOD. MORE EFFORT WILL BE NEEDED IN RECRUITMENT OF STAFF, SCHOOL ACCREDITATION, INSERVICE EDUCATION, IMPROVED LIBRARIES, AND FACULTY DESEGREGATION. RECOMMENDATIONS ARE PRESENTED FOR PUPILS, PERSONNEL, COURSES OF STUDY, BUILDINGS, TRANSPORTATION, AND FEEDER PATTERNS. A GUIDE TO OFFICE OF EDUCATION FINANCIAL ASSISTANCE PROGRAMS AND A STATEMENT OF ASSISTANCE AVAILABLE FROM THE SOUTHEASTERN EDUCATION LABORATORY ARE INCLUDED. (JH)

ED042591 RE003136
SURVEY OF TITLE I READING PROGRAMS CONDUCTED IN THE FISCAL YEAR OF 1966. PRELIMINARY REPORT. NOV 67, 52P.

A NATIONWIDE SURVEY OF 1,000 SCHOOL READING PROJECTS FOR THE DISADVANTAGED DURING 1966-67 CONDUCTED BY WESTERN RESERVE UNIVERSITY IS DISCUSSED. AMONG ITS PURPOSES WERE (1) TO LEARN BY CATEGORIES WHAT TITLE I HAD FUNDED UNDER THE GENERAL HEADING OF READING, (2) TO DISCOVER HOW THESE PROGRAMS HAD BEEN IMPLEMENTED, (3) TO FIND OUT WHAT KINDS OF PERSONNEL, MATERIALS, AND EQUIPMENT WERE BEING USED, (4) TO ANALYZE DIFFERENT KINDS OF PROGRAMS IN LIGHT OF RESEARCH AND PROFESSIONAL OPINION, AND (5) TO ASSESS THE PROJECT DESIGNS MOST LIKELY TO PREDICT SUCCESS. THE STUDY ALSO ATTEMPTED TO DETERMINE WHAT AUXILIARY SERVICES SHOULD BE INCLUDED TO PRODUCE EFFECTIVE PROGRAMS AND TO PINPOINT PROJECTS WHICH SHOW SPECIAL PROMISE SO THAT THEIR PROGRESS CAN BE FOLLOWED BY THE UNITED STATES OFFICE OF EDUCATION. THE FOLLOWING STEPS IN THE SURVEY'S COMPLETION ARE DESCRIBED: ESTABLISHMENT OF CRITERIA FOR EFFECTIVE READING PROGRAMS FOR NEEDY CHILDREN, SELECTION OF A REPRESENTATIVE SAMPLING OF READING PROJECTS THROUGHOUT THE UNITED STATES, INTERVIEWING OF LOCAL PROJECT DIRECTORS BY TELEPHONE, COMPILATION AND SUMMARIZATION OF TELEPHONE DATA, VISITATION OF SELECTED PROJECTS IN SEVERAL GEOGRAPHICAL AREAS, ANALYSIS AND REPORTING OF VISITATION DATA, DETERMINATION OF PROMISING PRACTICES, AND FORMULATION OF RECOMMENDATIONS. THIS PUBLICATION REPRESENTS ONLY A PORTION OF THE STUDY'S FULL REPORT. (AUTHOR/RW)

ED042787 TE002057
AND GLADLY WILL THEY LEARN, AND GLADLY TEACH. BOASE, PAUL H.; GLANCY, DONALD R., NOV 66, 10P.
DOCUMENT NOT AVAILABLE FROM EDRS.

TEACHERS OF SPEECH STRIVE TO IMPROVE AND ENRICH ALL AREAS OF ORAL COMMUNICATION BY PROVIDING EFFECTIVE EXPERIENCES FOR STUDENTS IN A FAVORABLE PHYSICAL ENVIRONMENT. TO OFFER SUCH A PROGRAM IN SPEECH EDUCATION AND COMMUNICATION, THE MODERN HIGH SCHOOL SHOULD HAVE (1) CLASSROOMS FOR TEACHING FUNDAMENTALS OF SPEECH, DISCUSSION, DEBATE, PUBLIC SPEAKING, ORAL INTERPRETATION, AND DRAMATICS, (2) AN ADJACENT SOUND CONTROL AND LISTENING ROOM, (3) A FORENSIC-WORKSHOP ROOM FOR STUDENTS IN DISCUSSION AND DEBATE, (4) A SPEECH CORRECTION ROOM FOR REMEDIAL THERAPY, AND (5) A LITTLE THEATER DESIGNED FOR BOTH PROSCENIUM AND ARENA STAGING. (INFORMATION IS INCLUDED ABOUT POSSIBLE FEDERAL AND STATE SOURCES OF FUNDING AND ABOUT SUCH SUPPLIES AND FACILITIES AS AUDIOVISUAL EQUIPMENT, FURNISHINGS, BUILDING MATERIALS, AND SIZE OF CLASSROOMS AND AUDITORIUMS.) (JM)

ED042828 UD010512
A SUMMARY OF THE 1969 SCHOOL DECENTRALIZATION LAW FOR NEW YORK CITY (AS PASSED BY THE NEW YORK LEGISLATURE APRIL 30, 1969). 69, 16P.

THIS REPORT IS A SUMMARY OF NEW YORK CITY'S SCHOOL DECENTRALIZATION LAW FOR THE USE OF EDUCATIONAL AND COMMUNITY PERSONNEL. THE NEW YORK CITY OFFICE OF EDUCATION AFFAIRS OF THE HUMAN RIGHTS ADMINISTRATION (HRA) PREPARED AND DISTRIBUTED THE REPORT AS A PUBLIC SERVICE IN RESPONSE TO REQUESTS FOR EXPLANATION OF THE LAW. NO EDITORIAL OPINION WAS EXPRESSED, NOR ANY ATTEMPT MADE TO

INTERPRET UNCLEAR AND AMBIGUOUS PORTIONS OF THE LAW. WHERE THE LANGUAGE OF ANY PROVISION RAISES GLARING QUESTIONS, THE SUMMARY CALLS ATTENTION TO THE PROBLEM AND SOME DIFFERENT POSSIBLE INTERPRETATIONS, BUT FOR THE MOST PART JUST SETS FORTH WHAT THE LAW SAYS.

ED042843 UD010553
REPORT OF THE COMMISSION ON DECENTRALIZATION AND COMMUNITY PARTICIPATION 27 JUL 70, 117P.

THE PHILADELPHIA COMMISSION ON DECENTRALIZATION AND COMMUNITY PARTICIPATION OFFERS PLANS FOR REFORMS ON THE SCHOOL AND DISTRICT LEVEL. ON THE SCHOOL LEVEL

ED042844 UD010561
A STRATEGIC APPROACH TO URBAN RESEARCH AND DEVELOPMENT: SOCIAL AND BEHAVIORAL SCIENCE CONSIDERATIONS. 69, 107P.

THE COMMITTEE ON SOCIAL AND BEHAVIORAL URBAN RESEARCH WAS ASKED TO ADVISE THE HOUSING AND URBAN DEVELOPMENT DEPARTMENT (HUD) ON ELEMENTS OF ITS LONG-RANGE RESEARCH AND DEVELOPMENT PROGRAM (R & D). FEDERAL, STATE, AND LOCAL GOVERNMENTS HAVE HAD ACCESS TO ONLY SMALL AMOUNTS OF RELEVANT SOCIAL AND BEHAVIORAL SCIENCE KNOWLEDGE OR SMALL NUMBERS OF SKILLED SCIENTISTS IN THESE AREAS

ED042855 UD010582
EQUAL EDUCATIONAL OPPORTUNITIES 70, 85P.

THE PROGRAM AUTHORIZED UNDER TITLE IV OF THE CIVIL RIGHTS ACT OF 1964, TO PROVIDE HELP WITH PROBLEMS INCIDENT TO SCHOOL DESEGREGATION, OPERATED UNDER AN APPROPRIATION OF $10,750,000 IN FISCAL YEAR 1969. DURING THIS PERIOD, THE DIVISION OF EQUAL EDUCATIONAL OPPORTUNITIES (DEEO) SUPPORTED FIVE DISTINCT PROGRAM ACTIVITIES: DIRECT TECHNICAL ASSISTANCE FROM OFFICE OF EDUCATION (OE) STAFF

ED042859 UD010591
A COMMUNICATION SKILLS PROGRAM MODEL. RURAL ISOLATED SCHOOLS PROGRAM. 69, 111P.

HC NOT AVAILABLE FROM EDRS.

CONTENTS OF THIS REPORT ON A FICTITIOUSLY NAMED (HAROLD COUNTY) PROJECT, PREPARED AS A GUIDE IN APPLYING FOR TITLE III ESEA FUNDING CONSIDERATION, ARE IN FIVE PARTS. PART I PROJECTS BASIC ESEA STATISTICAL INFORMATION, INCLUDING BUDGET, SCHOOL ENROLLMENT, PROJECT PARTICIPATION, STAFF MEMBERS ENGAGED, PERSONNEL FOR ADMINISTRATION AND IMPLEMENTATION OF PROJECT, AND NUMBER OF PERSONS SERVED OR TO BE SERVED AND ESTIMATED COST DISTRIBUTION. PART II, NARRATIVE, PROJECTS DISCUSSIONS OF THE COMMUNITY, NEED FOR PROGRAMS, OBJECTIVES, PROCEDURES, EMPHASIS, PLANNING, PARTICIPATION OF NONPUBLIC SCHOOL CHILDREN, EVALUATION, DISSEMINATION, QUALIFICATIONS OF PROFESSIONAL PERSONNEL, FACILITIES, EQUIPMENT AND MATERIALS, SUBCONTRACTING, AND, TAX EFFORT. PART III, FINANCIAL, DETAILS THE BUDGET OF THE PROJECT TO BE FUNDED. PART IV, COMPLIANCES AND ASSURANCES, PROJECTS THE ASSURANCE FOR INITIAL APPLICATION, CERTIFICATE, AND LEGAL AUTHORITY TO APPLY FOR GRANT. PART V, APPENDIX, IS A REVIEW OF RELATED LITERATURE AND RESEARCH ON COMMUNICATION SKILLS. [NOT AVAILABLE IN HARD COPY BECAUSE OF MARGINAL LEGIBILITY OF PARTS OF THIS DOCUMENT.] (JM)

ED042860 UD010592
A FOLLOW-THROUGH PROGRAM MODEL. RURAL ISOLATED SCHOOLS PROGRAM. 69, 161P.

CONTENTS OF THIS REPORT ON A FOLLOWUP OF A FICTITIOUSLY NAMED (HAROLD COUNTY) MODEL PROJECT, PREPARED AS A GUIDE IN APPLYING FOR TITLE III ESEA FUNDING CONSIDERATION, INCLUDE THE FOLLOWING TOPIC : DESCRIPTION OF EXISTING PROGRAM

ED042867 UD010607
THE NEW LOOK OF FEDERAL AID TO EDUCATION. 24 SEP 70, 10P.

FEDERAL AID TO EDUCATION IN 1970 HAS INCREASED TO FOUR BILLION DOLLARS AND AS A RESULT, THE NUMBER AND SIZE OF PROGRAMS HAS INCREASED , TOO. MORE THAN A RISE IN EXPENDITURE, HOWEVER, IS NEEDED. THE MOST ECONOMICAL WAY OF PROVIDING A GOOD EDUCATION FOR ALL MUST BE FOUND. THE FEDERAL GOVERNMENT LOOKS TO INDIVIDUAL STATES AND COMMUNITIES FOR LEADERSHIP IN DECIDING AND IMPLEMENTING SCHOOL PROGRAMS. BUT IT ALSO CONDUCTS RESEARCH ON EDUCATION ENGINEERING, EXPERIMENTS WITH PERFORMANCE CONTRACTS, DEVELOPS BETTER METHODS OF DISSEMINATION OF EDUCATIONAL INFORMATION, AND IMPLEMENTS DEVELOPMENTS IN INSTRUCTIONAL TECHNOLOGY, SUCH AS TELEVISION AND COMPUTER ASSISTED PROGRAMS. (JW)

ED042868 UD010608
NEEDS OF ELEMENTARY AND SECONDARY EDUCATION FOR THE SEVENTIES MAR 70, 996P.

THE GENERAL SUBCOMMITTEE ON EDUCATION OF THE HOUSE COMMITTEE ON EDUCATION AND LABOR HAS COMPILED POLICY PAPERS ON THE EDUCATIONAL NEEDS OF THE SEVENTIES IN ORDER TO DEEPEN CONGRESSIONAL UNDERSTANDING OF THESE ISSUES. THE FIRST SECTION OF THE COMPENDIUM CONSISTS OF ESSAYS WHICH HAVE BEEN PREPARED AT THE INVITATION OF THE SUBCOMMITTEE BY A DISTINGUISHED GROUP OF MEN, CONSIDERED TO REFLECT PERHAPS EVERY SHADE OF OPINION ABOUT EDUCATION. THEY HAVE BEEN ASKED BOTH TO PREDICT WHAT WILL BE THE COMPELLING ISSUES OF THE SEVENTIES AND BEYOND AND TO SUGGEST POTENTIALLY FRUITFUL ALTERNATIVES. THE SECOND SECTION OF THE ANTHOLOGY IS COMPRISED OF THE FORMAL STATEMENTS WHICH WERE SUBMITTED BY WITNESSES WHEN THEY TESTIFIED AT THE SUBCOMMITTEE HEARINGS. THE ESSAYS FOCUS ON SUCH SUBJECTS AS EDUCATIONAL FINANCE, SCHOOL, CONSTRUCTION, RESEARCH AND DEVELOPMENT, EDUCATIONAL TECHNOLOGY, EVALUATION AND ACCOUNTABILITY, EDUCATION OF CULTURALLY AND ETHNICALLY DIVERSE POPULATIONS, EDUCATIONAL PLANNING AND MANAGEMENT, READING, SCHOOL GOVERNANCE, THE APPLICATION OF SYSTEMS ANALYSIS TECHNIQUES TO EDUCATION, EARLY CHILDHOOD EDUCATION, AID TO PRIVATE SCHOOLS, OCCUPATIONAL EDUCATION AND TRAINING, AND THE SELECTION, TRAINING, AND COMPENSATION OF TEACHERS AND PARAPROFESSIONALS. (AUTHORS/JW)

ED043096 EA003029
DIVISION OF EQUAL EDUCATIONAL OPPORTUNITIES: POLICIES AND PROCEDURES MANUAL FOR GRANTS TO SCHOOL BOARDS. OCT 69, 41P.

THIS MANUAL (1) EXPLAINS THE NATURE AND PURPOSE OF ESEA TITLE IV GRANTS

ED043097 EA003033
TECHNICAL REPORT OF A PROJECT TO DEVELOP EDUCATIONAL COST-EFFECTIVENESS MODELS FOR NEW YORK STATE. MAR 70, 34P.
EDRS PRICE MF-$0.25 HC-$1.80

THIS DOCUMENT REPORTS ON A STUDY THAT EXPLORED THE FEASIBILITY OF USING NEW YORK STATE EDUCATION DEPARTMENT DATA TO DEVELOP MULTIPLE REGRESSION EQUATIONS REQUIRED FOR SIMULATING THE EFFECTS OF ALTERNATIVE EXPENDITURE CONFIGURATIONS ON PUPIL ACHIEVEMENT. SPECIFIC STUDY OBJECTIVES WERE TO TEST THE EFFECTIVENESS OF FACTOR ANALYSIS AS A PROCEDURE FOR REDUCING THE NUMBER OF VARIABLES REQUIRED AS INDEPENDENT TERMS IN REGRESSION EQUATIONS

ED043103 EA003041
NDEA TITLE III GUIDELINES: FINANCIAL ASSISTANCE FOR STRENGTHENING INSTRUCTION IN SCIENCE, MATHEMATICS, MODERN FOREIGN LANGUAGES AND OTHER CRITICAL SUBJECTS IN PUBLIC ELEMENTARY AND SECONDARY SCHOOLS. JANUARY 1965. REVISED APRIL 1967. APR 67, 101P.

THE PURPOSES OF THESE GUIDELINES ARE TO CLARIFY THE NDEA TITLE III REGULATIONS AND TO PROVIDE FURTHER INTERPRETATION OF PUBLIC LAW 88-665. THEY FURNISH THE BASIS FOR COMMON UNDERSTANDING OF TITLE III BY LOCAL SCHOOL SYSTEMS, STATE EDUCATIONAL AGENCIES, THE U.S. OFFICE OF EDUCATION, AND PROGRAM AUDITORS AND REVIEWERS. USE OF THE GUIDELINES WILL MINIMIZE PROBLEMS REGARDING ELIGIBILITY AND FISCAL PROCEDURES AND WILL AID STATE AGENCIES TO DEVELOP, EXPAND, AND COORDINATE THEIR PROGRAM ACTIVITIES TO ACCOMPLISH THE PURPOSE OF TITLE III--THE STRENGTHENING OF INSTRUCTION IN SCIENCE, MATHEMATICS, HISTORY, CIVICS, GEOGRAPHY, ECONOMICS, MODERN FOREIGN LANGUAGES, ENGLISH, READING, AND INDUSTRIAL ARTS. (AUTHOR)

ED043107 EA003048
EDUCATION AND ARCHITECTURE IN THE 20TH CENTURY: A SCHOOL DESIGN WORKSHOP (4TH, PETERBOROUGH, ONTARIO, MARCH 25-26, 1969). MAR 69, 66P.

THIS REPORT CONTAINS SPEECHES AND NOTES OF WORKSHOP PARTICIPANTS MEETING TO DISCUSS IMPROVEMENT OF THE DESIGN AND CONSTRUCTION OF ELEMENTARY AND SECONDARY SCHOOL FACILITIES. PARTICIPANTS INCLUDED EDUCATORS, ARCHITECTS, ENGINEERS, AND CONTRACTORS. TWENTY-TWO SELECTIONS COVER SUCH TOPICS AS PLANNING COORDINATION FOR SCHOOL CONSTRUCTION, COST CONTROL ON SCHOOL DESIGN, THE COMPUTER AS A TEACHING AID, AND CONSTRUCTION SYSTEMS. THE DESIRABLE CHARACTERISTICS OF SPECIAL FACILITIES FOR PHYSICAL AND HEALTH EDUCATION, MUSIC EDUCATION, MEDIA CENTERS, AND LEARNING MATERIAL CENTERS ARE OUTLINED. RELATED DOCUMENTS ARE EA 002 877, EA 003 049, AND EA 003 050. (PAGES 25-29 MAY REPRODUCE POORLY BECAUSE OF MARGINAL LEGIBILITY.) (MLF)

ED043110 EA003055
EDUCATIONAL AND SOCIAL DEMANDS ON THE SCHOOLS. ANALYSIS OF LITERATURE AND SELECTED BIBLIOGRAPHY. ANALYSIS AND BIBLIOGRAPHY SERIES, NO. 1. SEP 70, 17P.

THIS REVIEW ANALYZES CURRENT LITERATURE DEALING WITH THE EXPECTATIONS AND DEMANDS OF THE PUBLIC FOR THEIR SCHOOLS. PARTICULAR ATTENTION IS PAID TO RESEARCH THAT ASSESSES VARIATIONS IN PUBLIC EXPECTATIONS AND DEMANDS ACCORDING TO DEMOGRAPHIC AND GEOGRAPHIC SETTINGS, AGE, ETHNIC STATUS, AND SOCIOECONOMIC STATUS. A 65-ITEM BIBLIOGRAPHY OF RECENT LITERATURE IS INCLUDED. (JH)

ED043117 EA003062
LINKING SCHOOLS TO STATE EDUCATION DEPARTMENTS. ANALYSIS OF LITERATURE AND SELECTED BIBLIOGRAPHY. ANALYSIS AND BIBLIOGRAPHY SERIES, NO. 8. SEP 70, 19P.

THIS ANALYSIS FOCUSES ON THE CURRENT PATTERNS OF LINKAGE OF LOCAL AND INTERMEDIATE EDUCATION DISTRICTS TO STATE DEPARTMNTS OF EDUCATION. MOST OF THE LITERATURE OFFERS SUGGESTIONS AND RECOMMENDATIONS THAT STATE EDUCATION DEPARTMENTS INCREASE THEIR ROLE IN STATEWIDE COORDINATION AND IN DEVELOPMENT AND IMPLEMENTATION OF STATEWIDE EDUCATIONAL POLICY. AN 85-ITEM BIBLIOGRAPHY OF RECENT LITERATURE IS INCLUDED. (RA)

ED043118 EA003063
LINKING SCHOOLS AND STATE EDUCATION DEPARTMENTS TO RESEARCH AND DEVELOPMENT AGENCIES. ANALYSIS OF LITERATURE AND SELECTED BIBLIOGRAPHY. ANALYSIS AND BIBLIOGRAPHY SERIES, NO. 9. SEP 70, 14P.

THIS REPORT ANALYZES LITERATURE ON TRENDS IN LINKING RESEARCH AND DEVELOPMENT AGENCIES TO STATE AND LOCAL UNITS, SUCH AS REGIONAL LABORATORIES, RESEARCH AND DEVELOPMENT CENTERS, AND ERIC. EMPHASIS IS ALSO PLACED ON THE ADEQUACY OF CURRENT LINKAGES, AND POSSIBLE ALTERNATIVES FOR IMPROVING LINKAGES. A 43-ITEM BIBLIOGRAPHY OF RECENT LITERATURE IS INCLUDED. (RA)

ED043123 EA003072
REGIONAL DATA PROCESSING CENTERS IN OHIO. CONDENSED TASK REPORT. (PLANNING TO MEET EDUCATIONAL NEEDS IN OHIO SCHOOLS PROJECT). NOV 68, 22P.

THE OBJECTIVE OF THE STUDY WAS TO EVALUATE THE NEEDS AND RESOURCES AVAILABLE TO LOCAL SCHOOL DISTRICTS IN DATA PROCESSING

ED043124 EA003074
THE EFFECTS OF CLASS SIZE: A REVIEW OF THE RESEARCH. RESEARCH STUDY SERIES, 1967-68. [68], 13P.

THIS REPORT REVIEWS PAST RESEARCH ON THE SUBJECT OF CLASS SIZE AND ARRIVES AT A SUMMARY OF FINDINGS THAT MAY EITHER AID FURTHER RESEARCH OR PROVIDE SOME BASIS FOR ADMINISTRATIVE DECISIONS. THE FINDINGS TOUCH UPON MANY PHASES OF ADMINISTRATIVE RESPONSIBILITY AND HAVE IMMEDIATE COST AND QUALITY IMPLICATIONS. TABLES AND A BIBLIOGRAPHY ARE PROVIDED. (JF)

ED043131 EA003085
ATTITUDES OF SCHOOL BOARD MEMBERS TOWARD INTER-SCHOOL DISTRICT COOPERATION. 70, 251P.

THE PURPOSES OF THIS STUDY WERE TO DETERMINE THE ATTITUDES OF SELECTED PUBLIC SCHOOL DISTRICT BOARD MEMBERS TOWARD INTER-SCHOOL-DISTRICT COOPERATION AND THE EXTENT TO WHICH SELECTED VARIABLES WERE RELATED TO BOARD MEMBER ATTITUDES. DATA FROM QUESTIONNAIRES THAT SOUGHT DEMOGRAPHIC DATA, LOCAL-COSMOPOLITAN ORIENTATION, AND OTHER INFORMATION RELEVANT TO THE STUDY, WERE COLLECTED FROM DISTRICTS IN THE METROPOLITAN AREAS OF KANSAS CITY, MISSOURI, AND CINCINNATI, OHIO. THE MAIN HYPOTHESIS, THAT SCHOOL BOARD MEMBERS ARE MORE FAVORABLE TOWARD INTER-SCHOOL-DISTRICT COOPERATION ON FUNCTIONS WITH ECONOMIC IMPLICATIONS THAN THEY ARE ON FUNCTIONS WITH SOCIAL IMPLICATIONS, WAS CONFIRMED. IN METROPOLITAN KANSAS CITY, BOARD MEMBERS WITH COSMOPOLITAN ORIENTATIONS WERE FOUND TO BE MORE FAVORABLE TOWARD INTER-SCHOOL-DISTRICT COOPERATION THAN THOSE MEMBERS WITH LOCAL ORIENTATION. FURTHERMORE, IT WAS FOUND THAT THE SOCIAL IMPLICATION OF CERTAIN FUNCTIONS EMERGED MORE STRONGLY WHEN LOCALS WERE CONSIDERED THAN WHEN COSMOPOLITANS WERE CONSIDERED. (AUTHOR)

ED043139 EA003109
THE FEDERAL-STATE PARTNERSHIP FOR EDUCATION. ANNUAL REPORT OF THE ADVISORY COUNCIL ON STATE DEPARTMENTS OF EDUCATION. (5TH). MAY 70, 187P.
HC NOT AVAILABLE FROM EDRS.

TO PROVIDE A BASIS FOR FULFILLMENT OF A STATUTORY RESPONSIBILITY TO REVIEW THE ADMINISTRATION OF FEDERAL PROGRAMS THAT REINFORCE STATE EDUCATION AGENCIES, THIS REPORT TRACES THE HISTORY OF THOSE AGENCIES FROM THE DATA PROVIDED BY THE AGENCIES IN THEIR ANNUAL REPORTS, AND FROM INFORMATION SUPPLIED BY THE STAFF OF THE U.S. OFFICE OF EDUCATION. PENDING LEGISLATION AND CURRENT OE PROGRAMS ARE EXAMINED AND RECOMMENDATIONS FOR FURTHER ACTION ARE PROPOSED. AMONG THE OTHER FEDERAL PROGRAMS REVIEWED IN THIS VOLUME ARE TITLES II AND III OF THE ESEA AND TITLE II AND V-A OF THE NDEA. THE REPORT CONCLUDES THAT AGENCIES HAVE MADE NOTABLE PROGRESS IN THEIR DEVELOPMENT, PARTICULARLY SINCE 1965, THE YEAR THAT ESEA BECAME A LAW. AN APPENDIX INCLUDES ANNUAL REPORTS OF THE STATES FOR FISCAL YEAR 1969. (JF)

ED043155 EC030029
BETTER EDUCATION FOR HANDICAPPED CHILDREN. ANNUAL REPORT FISCAL YEAR 1969. 69, 48P.
HC NOT AVAILABLE FROM EDRS.

PRESENTED IS THE ANNUAL REPORT OF FEDERAL AID TO STATE AND LOCAL EDUCATIONAL PROGRAMS FOR HANDICAPPED CHILDREN DURING THE 1968-69 SCHOOL YEAR. PROGRAM ACTIVITIES OF TITLE VI-A OF THE ELEMENTARY AND SECONDARY EDUCATION ACT, AND PUBLIC LAW 89-313, AN AMENDMENT TO TITLE I OF ESEA, ARE REVIEWED JOINTLY. INCLUDED IS STATISTICAL INFORMATION RELATED TO CHILDREN SERVED AND NEEDING TO BE SERVED

ED043190 EM007723
FLEXIBLE TEACHING METHODS FOR CAI SYSTEMS. 69, 10P.
DOCUMENT NOT AVAILABLE FROM EDRS.

ALTHOUGH MUCH PROGRESS HAS BEEN MADE IN THE TEN YEARS THAT COMPUTER-ASSISTED INSTRUCTION (CAI) HAS BEEN RESEARCHED, TWO MAJOR PROBLEMS STILL EXIST.

ED043194 EM007821
STUDY OF TRAINING EQUIPMENT AND INDIVIDUAL DIFFERENCES. THE EFFECTS OF SUBJECT MATTER VARIABLES. FINAL TECHNICAL REPORT. TALLMADGE, G. KASTEN; AND OTHERS, MAY 68, 70P.
DOCUMENT NOT AVAILABLE FROM EDRS.

TWO SEPARATE SUBJECT MATTER AREAS WERE SELECTED FOR INVESTIGATION WHICH WERE FELT TO REPRESENT TWO DISTINCT TYPES OF LEARNING SITUATIONS.

ED043195 EM007858
COMPUTER-BASED INSTRUCTION. 12 FEB 68, 19P.
DOCUMENT NOT AVAILABLE FROM EDRS.

THE LATEST COMPUTER-BASED INSTRUCTION (CBI) SYSTEMS ARE TECHNICALLY FEASIBLE AND CAN TEACH A VARIETY OF SUBJECT AREAS TO STUDENTS RANGING IN GRADE LEVEL FROM KINDERGARTEN TO COLLEGE. HOWEVER, CBI IS STILL LARGELY IN THE RESEARCH AND DEVELOPMENT STATE. THERE ARE FEW, IF ANY CBI SYSTEMS IN REGULAR OPERATIONAL USE. AS A CONSEQUENCE, THERE IS LITTLE EMPIRICAL EVIDENCE THAT CBI IS A PRACTICAL APPROACH FOR LONG-TERM APPLICATION IN A LARGE NUMBER OF SCHOOLS, OR THAT CBI CAN TEACH MORE EFFECTIVELY THAN "CONVENTIONAL" METHODS. LIMITED EXPERIENCE INDICATES THAT THE EFFECTIVENESS OF CBI IS LARGELY DEPENDENT ON THE CARE TAKEN IN PREPARING AND REVISING THE CONTENT MATERIAL ITSELF

ED043205 EM007958
THE SELF-DIRECTED SYSTEM: A SIMPLIFIED PRODUCTION METHOD FOR INSTRUCTIONAL TELEVISION. DEC 69, 23P.
DOCUMENT NOT AVAILABLE FROM EDRS.

AN INSTRUCTIONAL TELEVISION SYSTEM IS DESCRIBED THAT USES NO STUDIO CREW AND NO CONTROL ROOM. THIS SYSTEM, CALLED SELF-DIRECTED TELEVISION PRODUCTION, REQUIRES THAT SWITCHING AND CAMERA-HANDLING BE DONE BY THE PERFORMER HIMSELF WHILE HE IS PERFORMING. THE UNIVERSITY OF FLORIDA PROJECT GENESYS, A CLOSED-CIRCUIT TELEVISION SYSTEM WHICH UTILIZES THE SELF-DIRECTED PRODUCTION SYSTEM FOR GRADUATE ENGINEERING COURSES, IS DESCRIBED AS AN OPERATING EXAMPLE. (JY)

ED043226 EM008383
AN EXAMINATION OF POTENTIAL CHANGE ROLES IN EDUCATION. CLARK, DAVID L.; GUBA, EGON G., OCT 65, 34P.

CHANGE ROLES IN EDUCATIONAL INNOVATION HAVE EITHER NOT BEEN TAKEN AT ALL OR HAVE BEEN INAPPROPRIATELY OR INADEQUATELY TAKEN. BY DIVIDING THE INNOVATION PROCESS INTO FOUR PARTS--RESEARCH, DEVELOPMENT, DIFFUSION, AND ADOPTION--PHASES WITHIN EACH DIVISION CAN BE IDENTIFIED, CRITERIA SET UP, AND EVALUATIONS MADE. ALSO, WITH ATTENTION TO THIS FOUR-PART DIVISION OF THE INNOVATIONAL PROCESS, CHANGE ROLES FOR EACH PHASE MAY BE ASSIGNED TO AGENCIES AND INDIVIDUALS, INCLUDING THE FEDERAL GOVERNMENT, SCHOOLS OF EDUCATION, UNIVERSITIES, STATE GOVERNMENTS, PUBLIC SCHOOL SYSTEMS, FOUNDATIONS, AND RESEARCHERS IN DIVERSE DISCIPLINES. PARTICULAR EMPHASIS NEEDS TO BE PLACED ON THE SUGGESTIONS THAT SCHOOLS OF EDUCATION ESTABLISH GRADUATE PROGRAMS TO TRAIN EDUCATIONAL ENGINEERS, QUALITY CONTROL EXPERTS, AND EDUCATIONAL FIELD AGENTS

ED043240 EM008506
TO IMPROVE LEARNING: AN EVALUATION OF INSTRUCTIONAL TECHNOLOGY. VOLUME I. PART ONE 30 OCT 70, 441P.
DOCUMENT NOT AVAILABLE FROM EDRS.

BRIEF COMMUNICATIONS ON LEARNING AND INSTRUCTIONAL TECHNOLOGY FROM VARIOUS PERSONS IN THE FIELDS OF EDUCATION, COMMUNICATIONS, AND GOVERNMENT ARE BROUGHT TOGETHER IN THE REPORT BY THE COMMISSION ON INSTRUCTIONAL TECHNOLOGY. FOLLOWING THESE CONTRIBUTIONS, THE COMMITTEE MAKES SIX RECOMMENDATIONS. TWO OF THESE ARE THAT TWO NEW INSTITUTIONS BE ESTABLISHED: THE NATIONAL INSTITUTES OF EDUCATION (NIE) AND THE NATIONAL INSTITUTE OF INSTRUCTIONAL TECHNOLOGY (NIIT). THE FUNCTION OF THE NIIT WOULD BE TO ENCOURAGE THE USE OF INSTRUCTIONAL TECHNOLOGY AND TO HELP BRING ABOUT AN IMPROVEMENT IN ITS QUALITY. APPENDICES HAVE CONTRIBUTIONS FROM EDUCATORS, MEDIA REPRESENTATIVES, AND OTHERS GATHERED UNDER HEADINGS CONCERNED WITH TECHNOLOGY'S LACK OF IMPACT ON EDUCATION, ITS COST AND COSTING, AND ITS USE WITH THE POOR AND THE HANDICAPPED. APPENDIX F CONTAINS A HISTORY OF THE COMMISSION ON INSTRUCTIONAL TECHNOLOGY. PART TWO OF THIS VOLUME IS COMPOSED OF 22 SELECTED WORKING PAPERS DEALING WITH THE STATE OF THE ART IN INSTRUCTIONAL TELEVISION, COMPUTER-ASSISTED INSTRUCTION, SIMULATION AND GAMES, FILMS, PROGRAMED INSTRUCTION, RADIO, DIAL ACCESS INFORMATION RETRIEVAL SYSTEMS, ADAPTIVE MACHINE AIDS, VIDEOTAPES, AND THE INTERFACE OF EDUCATION AND INFORMATION SCIENCE. A SUBJECT INDEX IS APPENDED. (MF)

ED043242 EM008510
TRENDS IN INSTRUCTIONAL TECHNOLOGY: THE ERIC AT STANFORD 1970 PLANNING REPORT. ALLEN, WILLIAM H.; COOMBS, DON H., ED., NOV 70, 32P.

IN RESPONSE TO A QUESTIONNAIRE FROM THE ERIC CLEARINGHOUSE ON EDUCATIONAL MEDIA AND TECHNOLOGY, 40 LEADERS IN THE FIELD GAVE THEIR OPINION OF THE PRESENT AND FUTURE OF INSTRUCTIONAL TECHNOLOGY, BOTH IN ITS BROAD AND NARROW (MACHINE AIDS) SENSE. THEIR OPINIONS WERE THEN THE BASIS OF A PANEL DISCUSSION BY AN ADVISORY COUNCIL THAT MET IN WASHINGTON, D.C. QUESTIONS BORE UPON THE ACCOMPLISHMENTS, THE TRENDS, AND THE EFFECTIVE USE OF INSTRUCTIONAL TECHNOLOGY. SOME OF ITS ACCOMPLISHMENTS WERE CONSIDERED TO BE THE INDIVIDUALIZATION OF INSTRUCTION, THE APPLICATION OF THE SYSTEMS APPROACH TO EDUCATION, THE DEVELOPMENT OF TRAINED PERSONNEL, THE ESTABLISHMENT OF A PUBLIC SERVICE SYSTEM OF BROADCASTING, AND THE DEMONSTRATED EFFECTIVENESS OF INSTRUCTIONAL TECHNOLOGY. AMONG TRENDS MENTIONED WERE THE APPLICATION OF RESEARCH TO THE DEVELOPMENT OF LARGE-SCALE SYSTEMS, COST-EFFEC-

TIVENESS AND ACCOUNTABILITY MEASURES, AND VALIDATED MULTI-MEDIA PACKAGES. MEASURES RECOMMENDED TO ACHIEVE EFFECTIVE USE OF INSTRUCTIONAL TECHNOLOGY INCLUDE: DEVELOPMENT OF TRAINING PROGRAMS, ESTABLISHMENT OF EXPERIMENTAL AND DEMONSTRATION SCHOOLS, WINNING EDUCATOR ACCEPTANCE, AND EXPANSION OF EFFORTS TO DEVELOP INSTRUCTIONAL MATERIALS. VERBATIM RESPONSES TO THE QUESTIONS ARE LISTED WITH THE NUMBER OF PERSONS MAKING EACH RESPONSE SPECIFIED. (MF)

ED043244 FL001523
SIMPOSIO INTERAMERICANO SOBRE ADMINISTRACION DE LA EDUCACION (INTER-AMERICAN SYMPOSIUM ON EDUCATIONAL ADMINISTRATION). 69, 101P.

THE PRESIDENTS AND FOREIGN MINISTERS IN LATIN AMERICA RECOGNIZE THE IMPORTANCE OF APPLYING TECHNOLOGY TO SCHOOL ADMINISTRATION AS THE FIRST STEP IN ANY EDUCATIONAL REFORM. IN OCTOBER 1968, THE ORGANIZATION OF AMERICAN STATES (OAS) [ORGANIZACION DE LOS ESTADOS AMERICANOS (OEA)], SPONSORED A SYMPOSIUM IN BRASILIA, BRAZIL, IN COOPERATION WITH THE BRAZILIAN GOVERNMENT AND THE BRAZILIAN NATIONAL ASSOCIATION OF PROFESSORS OF SCHOOL ADMINISTRATION. ATTENDING THE CONFERENCE WERE BRAZILIAN GOVERNMENT OFFICIALS, MEMBERS OF THE SPONSORING ORGANIZATIONS, AND CONSULTANTS AND SPECIALISTS FROM THE UNITED STATES AND 13 LATIN AMERICAN COUNTRIES. THE TWO DOMINANT THEMES OF THE CONFERENCE EMPHASIZED THE VALUES OF SCHOOL ADMINISTRATION AS AN INSTRUMENT FOR THE ELABORATION, EXECUTION, AND EVALUATION OF EDUCATIONAL DEVELOPMENT PLANS

ED043400 RC004631
TECHNOLOGICAL IN-MIGRATION AND CURRICULAR CHANGE HALES, WILLIAM M., JR.; BURLINGAME, MARTIN, [70], 18P.

THE IMPACT OF A LARGE IN-MIGRATION OF SCIENTISTS AND TECHNICIANS ON THE EDUCATIONAL POLICIES OF THE ALBUQUERQUE, NEW MEXICO, PUBLIC SCHOOL SYSTEM FROM 1945 TO 1965 WAS INVESTIGATED FOR THE PURPOSE OF ANALYZING THE EDUCATIONAL POLITICS OF A SYSTEM RELATED TO AN INCREASING TEMPO OF DEMANDS FOR A MORE ACADEMIC CURRICULUM. A CASE STUDY DESIGN WHICH RELIED HEAVILY ON HISTORICAL METHODOLOGY WAS EMPLOYED TO EXPLORE THE ARTICULATION, PROCESSING, AND IMPLEMENTATION OF DEMANDS. COLLECTION AND ANALYSIS OF DOCUMENTS AND INTERVIEWS WERE THE MAJOR RESEARCH METHODS USED. THE PRE-SPUTNIK ERA (1945-57) FEATURED EDUCATIONAL DEMANDS BY "TECHNOCRATS" WHICH PRODUCED NO EDUCATIONAL RESPONSE. THE SPUTNIK ERA (1957-58) LEGITIMIZED THOSE DEMANDS AND RESULTED IN GREATER CURRICULAR EMPHASIS ON SCIENCE, MATH, AND COLLEGE PREPARATORY PROGRAMS. THE POST-SPUTNIK CALM (1959-62) RESULTED IN A REDUCTION IN POLITICAL ACTIVITY, EDUCATIONAL DEMANDS, AND CURRICULAR RESPONSES SINCE DEMANDS HAD BEEN SUBSTANTIALLY MET DURING THE PREVIOUS PERIOD. THE PERIOD OF REACTION (1963-65) EMPHASIZED COMPENSATORY AND VOCATIONAL EDUCATION FOR THE DISADVANTAGED, AND THIS WAS SUPPORTED EVEN BY THE TECHNOCRATS. (JH)

ED043408 RC004655
RURAL EDUCATION IN THE UNITED STATES. SEP 70, 54P.

RURAL EDUCATION IS DESCRIBED IN THIS PAPER IN TERMS OF ITS PROGRESS AND PROBLEMS. AMONG THE PROBLEMS, IT IS NOTED THAT MONEY AVAILABLE ON A COMPETITIVE BASIS IS GENERALLY OUT OF REACH OF THE RURAL SCHOOL BECAUSE OF THE LACK OF TIME AND TALENT NEEDED TO OBTAIN THE FUNDS. TEACHERS ARE OFTEN UNDERTRAINED, HOLDING "LIFE CERTIFICATES" EARNED WITH LESS THAN 4 YEARS OF COLLEGE. SPECIAL SERVICES SUCH AS GUIDANCE PROGRAMS AND HOT LUNCH PROGRAMS ARE LACKING BECAUSE FUNDS ARE NOT AVAILABLE TO SUPPORT THEM. COURSE OFFERINGS ARE LIMITED DUE NOT ONLY TO CLASS SIZE BUT ALSO TO WHAT THE TEACHERS WHO ARE EMPLOYED CAN TEACH. VOCATIONAL EDUCATION AS RELATED TO FIELDS OTHER THAN AGRICULTURE DOES NOT EXIST, AND 9 OUT OF 10 STUDENTS LEAVE THE FARM WITHOUT THE TRAINING NEEDED FOR EMPLOYMENT IN THE CITY SINCE COURSE OFFERINGS SERVE ONLY THE COLLEGE-BOUND STUDENT. HOWEVER, SOME TRENDS ARE DESCRIBED WHICH HOLD PROMISE FOR THE RURAL YOUTH. THE NUMBER OF 1-ROOM SCHOOLS IS DECLINING. REGIONAL SERVICE CENTERS OR INTERMEDIATE UNITS ARE BECOMING NEW RESOURCES TO RURAL AREAS, PROVIDING SERVICES SUCH AS DIAGNOSTIC CLINICAL FACILITIES AND SPECIALIZED PERSONNEL. WAYS TO EXPAND INNOVATIVE PROGRAMS IN RURAL SCHOOLS, AS WELL AS NEW PROGRAMS DESIGNED FOR NONURBAN SCHOOLS, ARE ALSO DISCUSSED. (LS)

ED043569 SP004180
NEW CURRENTS IN EDUCATION: A PRELIMINARY REVIEW. QUEST PAPER 10. AUG 70, 15P.

THIS BOOKLET DESCRIBES NINE "NEW CURRENTS" IN EDUCATION WITH THE RECOMMENDATION THAT LOCAL AND STATE FEDERATIONS OF THE AMERICAN FEDERATION OF TEACHERS CREATE QUEST COMMITTEES OF TEACHERS TO STUDY THE IMPLICATIONS OF ALL THESE ISSUES AND DEVELOP STATEMENTS AND QUEST ACTION PROGRAMS ON THEM AS THEY RELATE TO LOCAL AND STATE SITUATIONS. THE ISSUES ARE VERTICALISM--THE CREATION OF VARIOUS EDUCATIONAL RANKINGS WHICH AFFECT AUTHORITY AND DECISION MAKING IN SCHOOLS

ED043578 SP004208
IMPLEMENTATION OF THE TEACHER AND HIS STAFF CONCEPT PROJECT. RESEARCH REPORT NO. 3, 1969-70 PROJECT YEAR. FINAL EVALUATION REPORT. THOMPSON, JOHN; AND OTHERS, JUL 70, 112P.

A MAJOR OBJECTIVE OF THE FINAL EVALUATION (THIRD YEAR, 1969-70) OF THE GRAND FORKS, N.D., ESEA TITLE III PROJECT WAS TO TEST THE EFFECTS OF AIDES GROUPS NOT INTIMATELY CONNECTED WITH TEACHING THROUGH SURVEY OF PARENTS' OPINIONS AND ATTITUDES OF STUDENT TEACHERS IN CLASSES WHERE AIDES SERVED. IN ADDITION TO THIS, THE COST UTILITY STUDY WAS EXPANDED TO INCLUDE INPUT FROM SCHOOL BOARD MEMBERS AND NEGOTIATION TEAMS WHO RATED THE UTILITY VALUE OF VARIOUS AIDE TASKS. FINAL EFFORTS TO VALIDATE THE TEACHER AIDE ATTITUDE INVENTORY (TAAI) INCLUDED INPUT FROM TEACHERS NOT CONNECTED WITH THE GRAND FORKS SCHOOL SYSTEM. (THE ATTEMPT WAS TO CREATE AN INSTRUMENT TO BE USED BY SCHOOLS CONTEMPLATING AN AIDE PROGRAM TO DISCRIMINATE BETWEEN ATTITUDES OF TEACHERS TOWARD AIDES.) A COMPARISON OF PERCEPTIONS OF AIDES AND TEACHERS IN GRAND FORKS ON AN ACTIVITY SHEET DEVELOPED FOR EVALUATION OF TEN OTHER TEACHER AIDE PROJECTS WAS CARRIED OUT

ED043585 SP004262
WISCONSIN ELEMENTARY TEACHER EDUCATION PROJECT. VOLUME VI, FEASIBILITY STUDY: PRICING AND ECONOMIC ANALYSIS STUDY. FINAL REPORT. DEC 69, 186P.

THIS DOCUMENT IS THE SECOND VOLUME OF THE FEASIBILITY STUDY REPORT FOR THE WISCONSIN ELEMENTARY TEACHER EDUCATION PROJECT. IT PROVIDES IN PART 1 DATA ON PROGRAM, PLANNING AND BUDGETING, INCLUDING COST FIGURES FOR PREPARING STUDENTS IN THE PRESENT AND NEW PROGRAMS, MARGINAL EXPENSES, AND COSTS FOR IMPLEMENTING THE PROGRAM ON OTHER CAMPUSES. PART 2 IS AN ECONOMIC ANALYSIS OF THE PROJECT, WHICH ATTEMPTS TO PROVIDE AN OBJECTIVE VIEW OF THE WHOLE PROGRAM. IT CONSISTS OF A COST-EFFECTIVENESS ANALYSIS OF SELECTION OF MEDIA FOR PRESENTATION OF SOUND MOTION PICTURES, AND OF INSTRUCTIONAL STAFF REQUIREMENTS

ED043592 SP004271
THE STATE OF OUR UNION 17 AUG 70, 9P.

WE HAVE JUST COMPLETED THE MOST SUCCESSFUL YEAR IN AMERICAN FEDERATION OF TEACHERS (AFT) HISTORY WITH 20 PERCENT INCREASE IN MEMBERSHIP AND PROGRESS IN MANY AREAS. THE YEAR'S MOST SIGNIFICANT DEVELOPMENTS ARE THESE: 1) AFT, THROUGH PARTICIPATION IN THE FULL FUNDING COMMITTEE COALITION, SUCCEEDED IN WINNING BIGGER APPROPRIATIONS FOR FEDERAL AID THAN EVER BEFORE. 2) EFFORTS TO INCLUDE PARAPROFESSIONALS IN THE UNION HAD BEEN SUCCESSFUL IN PHILADELPHIA, NEW YORK, AND NEWARK. 3) SINCE THE 1956 EXPULSION OF SOUTHERN LOCALS WHICH REFUSED TO INTEGRATE, ORGANIZING HAS BEEN DIFFICULT BUT IS NOW PROGRESSING ON AN INTEGRATED BASIS

ED043693 UD010625
URBAN EDUCATION IN THE 1970'S. 70, 69P. HC NOT AVAILABLE FROM EDRS.

THE REPORTED FAILURE OF URBAN SCHOOLS HAS BEEN WELL DOCUMENTED BY VARIOUS GOVERNMENT COMMISSIONS. TO REMEDY THIS SITUATION, QUALITY AND EQUALITY OF EDUCATION MUST BE INSURED. RESEARCH AND DEVELOPMENT ON DISADVANTAGED POPULATIONS HAS INCREASED IN AN EFFORT TO REVERSE THE EFFECTS OF TRADITIONAL PEDAGOGICAL METHODS. NUMEROUS PROGRAMS FOR EARLY INTERVENTION SHOW THAT CHANGES CAN BE EFFECTED BUT THAT THESE EFFECTS HAVE LITTLE LONG-TERM STABILITY. BUT THAT DOES NOT MEAN THAT COMPENSATORY EDUCATION IS NOT A PROMISING METHOD

ED043697 UD010635
EDUCATIONAL PROGRAMS FOR THE CULTURALLY DEPRIVED: NEED AND COST DIFFERENTIALS. NATIONAL EDUCATIONAL FINANCE PROJECT, SPECIAL STUDY NO. 3. BURKE, ARVID J.; AND OTHERS, 70, 336P.

THESE STUDIES OF COMPENSATORY EDUCATION NEED AND COST DIFFERENTIALS WERE DESIGNED TO PROVIDE IDENTIFICATION AND QUANTIFICATION OF EDUCATION NEED VARIABLES WHICH MUST BE CONSIDERED IN PROVIDING EQUAL EDUCATIONAL OPPORTUNITY, WITH EMPHASIS ON PROGRAMS FOR CULTURALLY DEPRIVED CHILDREN. "PART A" CONTAINS THE PLAN AND BACKGROUND FOR THE STUDY. "PART B" CONTAINS A STUDY OF THE TARGET POPULATION TO BE SERVED BY COMPENSATORY EDUCATION (MEANS OF ESTIMATION AND ACTUAL ESTIMATES). "PART C" DESCRIBES THE INPUTS FOR SELECTED COMPENSATORY EDUCATION PROGRAMS AND ESTIMATES OF THE COST DIFFERENTIALS OF SUCH PROGRAMS RELATIVE TO THE COST OF REGULAR SCHOOL PROGRAMS. APPENDIXES CONTAIN DATA-GATHERING FORMS AND PROGRAM DESCRIPTIONS. (DM)

ED043714 UD010669
SCHOOL DESEGREGATION IN THE NORTH: A PRELIMINARY REPORT. KIRBY, DAVID J.; AND OTHERS, OCT 70, 57P.

THIS REPORT PRESENTS THE PRELIMINARY FINDINGS OF A RESEARCH PROJECT DESIGNED TO INVESTIGATE THE WAYS LOCAL SCHOOL SYSTEMS IN THE NORTH DEAL WITH DE FACTO SCHOOL SEGREGATION. THE COMMUNITIES CHOSEN FOR THE INVESTIGATION ARE THOSE 95 CITIES IN THE PERMANENT COMMUNITY SAMPLE OF THE NATIONAL OPINION RESEARCH CENTER (NORC) WHICH ARE NON-SOUTHERN AND HAD A BLACK POPULATION OF AT LEAST 3,000 IN 1960. NORC INTERVIEWERS CONDUCTED A SERIES OF 18 ELITE INTERVIEWS WITH LOCAL POLITICIANS, GOVERNMENT OFFICIALS, SCHOOL SYSTEM PERSONNEL, CIVIC LEADERS, AND CIVIL RIGHTS LEADERS. THE DESIGN AND METHODOLOGY WAS SUCH THAT THE INTERVIEWEES WERE TREATED AS INFORMANTS GIVING INFORMATION ABOUT THE CITY RATHER THAN AS RESPONDENTS GIVING INFORMATION ABOUT THEMSELVES. THE REPORT FOCUSES PRIMARILY ON THE DECISION-MAKING PROCESSES REVOLVING AROUND THE FIRST MAJOR DEMAND FOR THE IMPROVEMENT OF EDUCATION FOR NEGROES. DESCRIPTIVE

ANALYSES OF THE DEMANDS PRESENTED TO THE SCHOOL SYSTEMS AND THE RESPONSES OF THE LATTER TO THESE DEMANDS ARE PRESENTED. THE DECISION OF MANY SCHOOL SYSTEMS TO INITIATE A BUSING PROGRAM IS FURTHER ANALYZED, AND SOME OF THE CORRELATES OF THIS DECISION ARE DISCUSSED. INCLUDED AMONG THESE CORRELATES ARE THE GENERAL LIBERALISM OF THE SCHOOL BOARD, LEVELS OF CONTROVERSY IN A CITY, AND THE GENERAL LEVEL OF CIVIL RIGHTS ACTIVITY IN A CITY. (AUTHOR/RJ)

ED043729 VT007637
ENACEMENTS BY THE 90TH CONGRESS CONCERNING EDUCATION AND TRAINING, FIRST SESSION 1967, PART 2--APPENDIX. JUN 68, 340P.

TEXTS OF MAJOR EDUCATION AND TRAINING LAWS AMENDED BY THE FIRST SESSION OF THE 90TH CONGRESS ARE INCLUDED IN THIS APPENDIX TO ED 029 096: (1) ELEMENTARY AND SECONDARY EDUCATION ACT, (2) PUBLIC LAW 874, (3) PUBLIC LAW 815, (4) ADULT EDUCATION ACT, (5) COOPERATIVE RESEARCH ACT, (6) HIGHER EDUCATION ACT, (7) NATIONAL DEFENSE EDUCATION ACT, (8) FELLOWSHIPS FOR URBAN STUDIES, (9) EDUCATIONAL BROADCASTING, (10) VOCATIONAL REHABILITATION ACT, (11) LOAN SERVICE OF CAPTIONED FILMS AND EDUCATIONAL MEDIA FOR THE DEAF AND HANDICAPPED, (12) GRANTS FOR TEACHING IN THE EDUCATION OF HANDICAPPED CHILDREN, (13) TRAINING OF TEACHERS OF MENTALLY RETARDED AND OTHER HANDICAPPED CHILDREN, (14) YOUTH-WORK-STUDY PROGRAMS, (15) VETERANS READJUSTMENT BENEFITS ACT, AND (16) LIBRARY SERVICES AND CONSTRUCTION ACT. (DM)

ED043730 VT010994
TESTIMONY PRESENTED TO THE HOUSE SUBCOMMITTEE ON APPROPRIATIONS FOR EDUCATION AND LABOR, AND SUMMARY. 16 MAR 70, 16P.

THE PRESENT LEVEL OF FEDERAL SPENDING FOR SECONDARY VOCATIONAL STUDENTS IS ROUGHLY $100 MILLION. HOWEVER, IN ORDER TO ACHIEVE VOCATIONAL EDUCATION'S GOALS REQUIRING A DOUBLING OF ENROLLMENT IN THE EARLY 1970'S, ANOTHER $100 MILLION IS NEEDED IN FEDERAL FUNDS. THIS IS ONLY $25 PER STUDENT, COMPARED TO $1,500 SPENT FOR EACH RETRAINED DROPOUT. THESE ADDITIONAL FUNDS WOULD BE USED MOST EFFICIENTLY IF RESEARCH FUNDS WERE APPROPRIATED RATHER THAN BEING PUT IN AS A LINE ITEM. THE RISKS INVOLVED IN RESEARCH ARE PREFERABLE TO THE CERTAIN WASTE OF MISGUIDED PLANNING. (BH)

ED043732 VT011136
IMPLEMENTING THE VOCATIONAL EDUCATION AMENDMENTS OF 1968 FOR THE DISADVANTAGED OR HANDICAPPED. SUGGESTED UTILIZATION OF RESOURCES AND GUIDE FOR EXPENDITURES (SURGE). FEB 70, 19P.

BASED ON EXPERIENCES AND RECOMMENDATIONS FROM VOCATIONAL EDUCATION PROGRAMS, THIS PUBLICATION CONTAINS SUGGESTIONS FOR STATE DEPARTMENT OF VOCATIONAL EDUCATION STAFF IN THEIR LEADERSHIP ROLES TO LOCAL EDUCATIONAL AGENCIES AND IN THEIR RELATIONSHIP WITH OTHER STATE INSTITUTIONS IN DEVELOPING SERVICES AND PROGRAMS FOR THE DISADVANTAGED AND HANDICAPPED UNDER THE VOCATIONAL EDUCATION AMENDMENTS OF 1968. DEFINITIONS, CHARACTERISTICS, USES OF FEDERAL FUNDS, AREAS TO BE SERVED, COOPERATING PERSONS AND ORGANIZATIONS, AND EFFECTIVE SERVICES AND PROGRAM COMPONENTS ARE INCLUDED FOR BOTH GROUPS. (SB)

ED043752 VT011706
ENACTMENTS BY THE 90TH CONGRESS CONCERNING EDUCATION AND TRAINING. SECOND SESSION 1968. JUN 69, 432P.
HC NOT AVAILABLE FROM EDRS.

DIGESTS OF LAWS WITH PARTICULAR REFERENCE TO THEIR EDUCATIONAL AND TRAINING FEATURES ARE REPORTED IN THIS COMPREHENSIVE RECORD OF THE ENACTMENTS BY THE 90TH CONGRESS DURING ITS SECOND SESSION OF 1968. INCLUDED ARE ACTS RELATING TO TRAINING AND EDUCATION THAT CONCERN STUDENTS, TEACHERS, OR EDUCATION INSTITUTIONS. THE INFORMATION FOR THIS REPORT WAS OBTAINED FROM THE WEEKLY COMPILATION OF PRESIDENTIAL DOCUMENTS, THE CALENDARS OF THE HOUSE OF REPRESENTATIVES, THE DIGEST OF PUBLIC GENERAL BILLS AND SELECTED RESOLUTIONS, THE TEXTS OF INDIVIDUAL BILLS, THE HOUSE AND SENATE HEARINGS AND COMMITTEE REPORTS ON THESE BILLS, AND THE STATUTES AT LARGE. SECTIONS IN THE DOCUMENT REPORT THE LEGISLATIVE HISTORY, DIGEST, AND TEXT OF EACH BILL, A SUMMARY OF THE LEGISLATION, AND PRESIDENTIAL RECOMMENDATIONS AND STATEMENTS CONCERNING EDUCATION AND TRAINING. (NOT AVAILABLE IN HARD COPY DUE TO MARGINAL LEGIBILITY OF ORIGINAL DOCUMENT). (SB)

ED043782 VT011962
INITIAL SUPPORT FOR ESTABLISHING A MARYLAND RESEARCH COORDINATING UNIT. FINAL REPORT. AUG 70, 24P.

ORIGINALLY FUNDED UNDER THE VOCATIONAL EDUCATION ACT OF 1963 AND SUBSEQUENTLY UNDER PART C OF THE 1968 AMENDMENTS, THE MARYLAND RESEARCH COORDINATING UNIT (RCU) STARTED OPERATION IN JANUARY 1969 BY RECRUITING A STAFF AND SECURING THE NECESSARY EQUIPMENT. ONCE THESE NEEDS WERE SATISFIED THE MAJOR ACTIVITIES OF THE STAFF EVOLVED AROUND (1) STATE PLAN DEVELOPMENT, (2) THE DESIGN OF DATA AND INFORMATION COLLECTION INSTRUMENTS TO FACILITATE PLANNING, EVALUATION, AND REPORTING, (3) THE DESIGN OF AN EVALUATION SYSTEM, (4) WORK PRELIMINARY TO THE DESIGN OF RESEARCH IN HEALTH OCCUPATIONS AND INDUSTRIAL ARTS, AND (5) RESEARCH ASSOCIATED WITH THE APPLIED MATHEMATICS CURRICULUM DEVELOPMENT. FUTURE ACTIVITIES INCLUDE RECOMMENDED RESEARCH IN THE AREAS OF OCCUPATIONAL PROGRAMS, ORGANIZATION AND ADMINISTRATION OF PROGRAMS, AND REGIONAL OR STATE-WIDE EVALUATION STUDIES. (AUTHOR/JS)

ED043787 AA000622
EXISTING DISPARITIES IN PUBLIC SCHOOL FINANCE AND PROPOSALS FOR REFORM. FEB 70, 146P.

THE PURPOSES OF THIS REPORT ARE TO DOCUMENT THE PRESENT INEQUALITIES IN PUBLIC SCHOOL SPENDING AND LOCAL TAX BURDENS AND TO IDENTIFY THE PRINCIPAL REASONS FOR EXISTING DISPARITIES

ED043795 AA000630
THE FLORIDA EDUCATION IMPROVEMENT EXPENSE PROGRAM. IMPROVING STATE LEADERSHIP IN EDUCATION. SEP 70, 35P.

THIS STUDY ANALYZES THE EDUCATION IMPROVEMENT EXPENSE PROGRAM BY EXAMINING ITS EVOLUTION, IMPLEMENTATION, AND IMPLICATIONS. THE EXAMINATION COVERS AN HISTORICAL OVERVIEW OF THE CREATION AND DEVELOPMENT OF THIS PROGRAM. THE OVERVIEW INCLUDES INVESTIGATION OF FACTORS THAT RESULTED IN THE INITIAL MOVEMENT TOWARD INCREASED STATE FUNDING OF A NON-CATEGORICAL TYPE AND THE CREATION OF E.I.E. ACTUAL IMPLEMENTATION OF THE E.I.E. PROGRAM IS EXAMINED THROUGH AN ANALYSIS OF NINE COUNTY PLANS SELECTED TO REPRESENT A CROSS SECTION OF SCHOOL DISTRICTS IN FLORIDA. PRIMARY SOURCES OF INFORMATION ARE USED IN THIS STUDY AND INCLUDE PLANS OF SCHOOL DISTRICTS, EVALUATION REPORTS OF THE DISTRICTS, STATE PUBLICATIONS RELATED TO THE IMPLEMENTATION OF THIS PROGRAM AND PERSONNEL INTERVIEWS. ADVANTAGES AND DISADVANTAGES OF THE PROGRAM ARE LISTED. IT IS CONCLUDED THAT IF THE E.I.E. PROGRAM IS ADEQUATELY FINANCED TO APPROACH ITS THEORETICAL POTENTIAL, THIS PROGRAM COULD SERVE AS A MODEL FOR FUTURE SCHOOL IMPROVEMENT PLANS THROUGHOUT THE NATION. (ON)

ED043813 AC008242
STATEMENT OF DR. MARY C. MULVEY ... FOR HEARINGS BEFORE THE SUBCOMMITTEE ON EDUCATION OF THE COMMITTEE ON LABOR AND PUBLIC WELFARE, UNITED STATES SENATE ... IN SUPPORT OF S. 1663 ADULT EDUCATION ACT OF OF 1969. JUN 69, 54P.

IN THE COURSE OF SUPPORTING THE PROPOSED CONTINUATION AND EXPANSION OF THE PRESENT ADULT BASIC EDUCATION (ABE) PROGRAM AS SET IN S. 1663 ADULT EDUCATION ACT OF 1969, DR. MULVEY PRESENTS AND CLARIFIES THE SITUATION OF ADULT EDUCATION IN RHODE ISLAND AND IN THE UNITED STATES AS A WHOLE, AND EMPHASIZES THE NEED FOR CONTINUED SUPPORT. DR. MULVEY DISCUSSES SUCH TOPICS AS THE NEED FOR FUNDING ADULT HIGH SCHOOL EDUCATION

ED043830 AC008615
AN EVALUATION OF THE EFFECTIVENESS OF THE ALLEN TEACHING MACHINE AT THE FEDERAL CORRECTIONAL INSTITUTION, LOMPOC, CALIFORNIA. FINAL REPORT. FEB 70, 70P.

THIS STUDY EVALUATED THE USE OF THE ALLEN GROUP TEACHING MACHINES IN A BASIC SKILLS PROGRAM (ARITHMETIC, LANGUAGE ARTS, GENERAL EDUCATIONAL DEVELOPMENT PREPARATION) AT THE FEDERAL CORRECTIONAL INSTITUTION (FCI), LOMPOC, CALIFORNIA. OUT OF 317 ELIGIBLE INMATES, 172 ENROLLED. THE EVALUATOR INTERVIEWED INMATES, TEACHERS, AND PRISON ADMINISTRATORS, AND COLLECTED DATA FOR COMPARISONS BETWEEN THE LOMPOC PROGRAM AND OTHER APPROACHES. MACHINES DISPLAYED THE SPECIAL ADVANTAGE OF DEFINING THE TEACHER ROLE AS BENIGN AND SUPPORTIVE. THE TEACHERS, WHO BECAME PRIMARILY OBSERVERS OF THE LEARNING PROCESS AND EVALUATORS OF PROGRAMING EFFECTIVENESS, HAVE TENDED TO RECEIVE THEIR NEW ROLE FAVORABLY. THE INMATES CLEARLY PREFERRED MACHINES FOR LEARNING FACTS BY ROTE. STUDENT GRADE YEAR GAINS RANGED FROM .8 (ON A 20 HOUR VERBAL SKILLS COURSE) TO 2.4 (IN A 13.5 HOUR NUMBER FACTS COURSE), WITH AN OVERALL MEAN GAIN OF 1.4 GRADES FOR 24 HOURS OF STUDY. RESULTS ACHIEVED IN THE FCI PROGRAM SEEMED TO COMPARE FAVORABLY WITH THOSE FROM OTHER METHODS. SYSTEMATIC DISSEMINATION OF THE ALLEN TEACHING MACHINES THROUGHOUT THE FEDERAL PANEL SYSTEM WAS URGED. (INCLUDED ARE EDUCATIONAL STATISTICS, SPECIAL REPORTS, QUESTIONNAIRES, AND ESTIMATES OF COST AND PERSONNEL NEEDS.) (LY)

ED043928 EA000971
ECONOMIC, SOCIOLOGICAL AND DEMOGRAPHIC CHARACTERISTICS OF OREGON SCHOOL DISTRICTS AND THEIR RELATIONSHIP TO DISTRICT FINANCIAL PRACTICES. APR 66, 172P.

THIS STATISTICAL REPORT PRESENTS RAW DATA AND ANALYSES IN THREE PARTS.

ED043929 EA001419
A STUDY TO DETERMINE THE FEASIBILITY OF REDEFINING PRESENT SCHOOL ATTENDANCE AREA BOUNDARIES TO COINCIDE WITH OR OTHERWISE RELATE LOGICALLY TO THE U.S. CENSUS BUREAU TRACTS, AND FOUR SUBREPORTS. 11 OCT 67, 319P.

THIS DOCUMENT REPORTS ON A STUDY TO DETERMINE THE FEASIBILITY OF REDEFINING HAWAII SCHOOL ATTENDANCE BOUNDARIES IN RELATION TO U.S. CENSUS TRACTS. IT IS RECOMMENDED THAT A SYSTEM OF SATELLITE SCHOOL DIVISIONS BE ESTABLISHED, TO CONSIST OF NESTINGS OF SCHOOLS WITH THE

LARGEST DIVISION BEING THE HIGH SCHOOL AREA. WITHIN EACH HIGH SCHOOL AREA WOULD BE SMALLER AREAS OF JUNIOR HIGH AND ELEMENTARY SCHOOLS. THE FOLLOWING SUBPROJECTS ARE ALSO REPORTED: (1) THE ACTUAL SCHOOL BOUNDARY SURVEY, (2) THE BASIS FOR ESTIMATING FUTURE HAWAII PUBLIC SCHOOL MEMBERSHIP, (3) A SCHOOL PLANNING STATISTICS MANUAL, AND (4) THE 1962-1966 MOBILITY RATES OF PUBLIC SCHOOL CHILDREN IN HAWAII. NUMEROUS TABLES AND DATA ILLUSTRATE STUDY FINDINGS. (MAPS, AND TABLES PAGES SR-3-1 TO SR-3-38 MAY REPRODUCE POORLY BECAUSE OF MARGINAL LEGIBILITY.) (AUTHOR/LLR)

ED043930 EA001512
INTERMEDIATE UNIT PLANNING STUDY. PHASE I, PROGRESS REPORT. APPLICATION FOR ESEA CONTINUATION GRANT. BREWIN, C. E., JR.; AND OTHERS, MAR 68, 157P.

THIS REPORT, THE FIRST OF FOUR PHASES OF AN ESEA TITLE III STUDY OF FIVE PENNSYLVANIA COUNTIES, IS DEVOTED PRIMARILY TO RESEARCH, AN EXAMINATION OF THE EDUCATIONAL SYSTEMS AT LOCAL AND COUNTY LEVELS, AN ANALYSIS OF SYSTEM REQUIREMENTS, AND THE COMPLETION OF A PPB SYSTEM DESIGN TO BE USED BY INTERMEDIATE UNITS IN PENNSYLVANIA. STATISTICAL DATA AND A NARRATIVE REPORT ARE INCLUDED. APPENDIXES PROVIDE TASK DESCRIPTIONS, PROGRESS REPORT MEETINGS, A PROGRAM PLANNING STUDY FOR THE INTERMEDIATE UNIT IN PENNSYLVANIA, AND A UNIVERSITY OF PENNSYLVANIA BUDGET BREAKDOWN. (JF)

ED043933 EA001579
EDUCATIONAL PLANNING IN LOCAL SCHOOL SYSTEMS. THE LECTURE SERIES OF THE BANFF REGIONAL CONFERENCE OF SCHOOL ADMINISTRATORS (1967). 67, 96P.

FOUR PAPERS BY FOUR CONFERENCE SPEAKERS DEAL WITH THE THEME THAT EDUCATIONAL PLANNING IS URGENT, AND THAT IT VITALLY NEEDS TIME AND RESOURCES. SPECIALIST PERSONNEL MAY BE REQUIRED AND WITHOUT THEM IT IS DOUBTFUL IF FULL BENEFIT CAN BE OBTAINED EITHER FROM THE PLANNING PROCESS OR FROM THE IMPLEMENTATION OF PLANS ONCE DEVELOPED. AT THE SAME TIME, THE DEVELOPMENT OF THE POLICIES OF A SCHOOL SYSTEM SHOULD INVOLVE THOSE IN THE FOREFRONT OF LEADERSHIP IN THE SYSTEM. IT CANNOT BE LEFT TO THE "BACKROOM BOYS" NOR CAN IT BE DONE FOR A SCHOOL SYSTEM BY AN OUTSIDE BODY SUCH AS A UNIVERSITY. THESE AND OTHER AGENCIES HAVE ROLES TO PLAY, BUT PLANNING AND POLICY DEVELOPMENT MUST BE MORE THAN A BOOKISH EXERCISE. IF SCHOOL SYSTEMS ADOPT A PLANNING OUTLOOK INVOLVING AS MANY PERSONNEL AS POSSIBLE THEY CAN DEVELOP "ROLLING REFORM" WHICH WILL ENABLE SCHOOLS TO BECOME MORE VITAL INSTITUTIONS IN MEETING THE CHALLENGES OF TODAY AND TOMORROW. APPENDIXES INCLUDE A CONFERENCE AGENDA AND A DIRECTORY OF CONFERENCE PERSONNEL. (AUTHOR/LLR)

ED043935 EA001687
INDIANA SCHOOL TRANSPORTATION: A REVIEW OF POLICIES, PROCEDURES, AND COSTS. JUL 68, 99P.

THIS DETAILED REPORT AND ANALYSIS OF SCHOOL BUS TRANSPORTATION IN INDIANA IS DIVIDED INTO THE FOLLOWING TOPICS: TRANSPORTATION POLICIES

ED043938 EA001897
AN ILLUSTRATIVE HYPOTHETICAL EXAMPLE OF COST-BENEFIT ANALYSIS (PROBLEM #2): THE PARKING PROBLEM. [68], 25P.
HC NOT AVAILABLE FROM EDRS.

THIS DOCUMENT PRESENTS AN APPLICATION OF COST-BENEFIT ANALYSIS TO A HYPOTHETICAL UNIVERSITY PARKING PROBLEM. AFTER DISCUSSING COST-BENEFIT ANALYSIS IN GENERAL, THE DOCUMENT APPLIES THIS TECHNIQUE TO HYPOTHETICAL DATA IN LIGHT OF A CHECKLIST FOR GENERAL COST-BENEFIT PROCEDURE. THE CHECKLIST INCLUDES THE FOLLOWING STEPS: (1) EXAMINE AND QUANTIFY OBJECTIVES

ED043940 EA002955
APPLICATION OF LEONTIEF INPUT-OUTPUT ANALYSIS TO SCHOOL DISTRICT BUDGETING. HOFFENBERG, MARVIN; ALKIN, MARVIN C., OCT 70, 29P.

THIS RESEARCH REPORT, APPLYING AN INTERDEPENDENCY APPROACH IN AN INPUT-OUTPUT FRAMEWORK TO SCHOOL DISTRICT BUDGETING, PRESENTS A MODEL AIMED AT THE DISTRICT MANAGEMENT LEVEL. THE DATA COVER THE 1967 OPERATING BUDGET OF THE CENTRALIA, CALIFORNIA, SCHOOL DISTRICT OF APPROXIMATELY 3.9 MILLION POPULATION. THREE TABLES WITH ACCOMPANYING TEXTUAL MATERIAL ARE USED TO CONSTRUCT AN INTERSECTOR (INPUT-OUTPUT) TABULATION FOR THE SCHOOL SYSTEM MODEL -- AN INTERDEPENDENCY TABLE (IDENTITY MATRIX), A DIRECT COEFFICIENCY MATRIX, AND A DIRECT AND INDIRECT COEFFICIENCY MATRIX. THE REPORT CONCLUDES THAT THIS APPROACH APPLIES TO THOSE CLASSES OF EDUCATIONAL ACTIVITIES WHERE INTERDEPENDENCIES ARE IMPORTANT. (JF)

ED043941 EA002970
NEW YORK STATE EDUCATIONAL INFORMATION SYSTEM (NYSEIS) SYSTEMS DESIGN. VOLUME I, PHASE II. FINAL REPORT. JUL 69, 114P.

THIS VOLUME ON PHASE II OF THE NEW YORK STATE EDUCATIONAL INFORMATION SYSTEM (NYSEIS) DESCRIBES THE GROSS SYSTEMS ANALYSIS AND DESIGN, WHICH INCLUDES THE GENERAL FLOW DIAGRAM AND PROCESSING CHART FOR EACH OF THE STUDENT, PERSONNEL, AND FINANCIAL SUBSYSTEMS. VOLUME II, FUNCTIONAL SPECIFICATIONS, INCLUDES INPUT/OUTPUT REQUIREMENTS AND FILE SPECIFICATIONS NECESSARY TO SUPPORT THE SYSTEMS DESIGN. DETAILED SYSTEMS DESIGN AND PROGRAMING IS CURRENTLY UNDERWAY AS PHASE III. THE NYSEIS SYSTEM IS DESIGNED TO PROVIDE A COMPLETE RANGE OF INFORMATION AND DATA PROCESSING SERVICES TO SCHOOL DISTRICTS IN NEW YORK STATE. THE REPORT CONCLUDES THAT REGIONALIZATION IS THE SOLUTION TO THE PROBLEM OF PROVIDING COMPREHENSIVE COMPUTER SERVICES TO SCHOOL DISTRICTS. (JF)

ED043943 EA002986
THE MEASUREMENT OF ALTERNATIVE COSTS OF EDUCATING CATHOLIC SCHOOL CHILDREN IN PUBLIC SCHOOLS. DANIERE, ANDRE L.; MADAUS, GEORGE F., MAR 69, 86P.

NON-PUBLIC SCHOOL ENROLLMENT IN MASSACHUSETTS --19.1 PERCENT-- HAS ALWAYS BEEN AMONG THE NATION'S HIGHEST, WITH THE MAJORITY OF THESE STUDENTS ENROLLED IN CATHOLIC SCHOOLS. THE RISING COST OF EDUCATION AND A DECREASING SUPPLY OF NON-LAY TEACHERS ARE PLACING ECONOMIC BURDENS ON THE CATHOLIC SCHOOLS, CAUSING SOME TO CLOSE AND OTHERS TO BE PHASED OUT. THE EFFECT OF THIS PHASING OUT, IN TERMS OF TAX RATE INCREASE, IS ESTIMATED FOR ALL TOWNS AND CITIES IN MASSACHUSETTS WHERE CATHOLIC SCHOOLS PRESENTLY EXIST. THE PURPOSE OF THIS STUDY IS TO MEASURE HOW MUCH PUBLIC BUDGETS SAVE BY THE EXISTENCE OF THE CATHOLIC SCHOOL SYSTEM. THE DESIGN OF THE STUDY AND TABLES SHOWING THE DATA ARE INCLUDED. (TABLES 12, 13, AND 14 MAY REPRODUCE POORLY BECAUSE OF MARGINAL LEGIBILITY.) (AUTHOR/MLF)

ED043946 EA003051
SCHOOL SIZE DOES MAKE A DIFFERENCE. TURNER, CLAUDE C.; THRASHER, JAMES M., 70, 54P.
DOCUMENT NOT AVAILABLE FROM EDRS.

SINCE THE PURPOSE OF THE SCHOOLS IS EDUCATION, SCHOOL SIZE BECOMES IMPORTANT IF IT AFFECTS THE EDUCATIONAL OPPORTUNITIES AVAILABLE TO STUDENTS OR THE EFFECTIVENESS OF THE EDUCATIONAL PROGRAM. THE RATIONALE FOR AN EXTREMELY LARGE SECONDARY SCHOOL RESTS ON TWO ASSUMPTIONS--A LARGE SCHOOL CAN OFFER A BROADER EDUCATIONAL PROGRAM, AND COSTS PER STUDENT ARE SMALLER. BOTH ASSUMPTIONS ARE FAULTY. SOME SCHOOLS WITH ENROLLMENTS OF ONLY 500 STUDENTS OFFER COMPREHENSIVE PROGRAMS MATCHING THOSE OF SCHOOLS WITH ENROLLMENTS EXCEEDING 3,000. THE DECREASE IN COST PER STUDENT BECOMES MINIMAL AS ENROLLMENTS EXCEED 1,000. IN ADDITION, SMALLER SCHOOLS PROVIDE OPPORTUNITIES FOR PROPORTIONATELY MORE STUDENTS TO PARTICIPATE IN EXTRACURRICULAR ACTIVITIES

ED043948 EA003053
INDICATORS OF TRENDS IN AMERICAN EDUCATION. 69, 454P.
DOCUMENT NOT AVAILABLE FROM EDRS.

THIS VOLUME PRESENTS TREND DATA IN AN ATTEMPT TO ASSESS THE EDUCATIONAL SYSTEM IN AMERICA AND TO DETECT THE PATTERNS OF CHANGE WITHIN THE SYSTEM. DATA INDICATING THE CHANGES THAT HAVE OCCURRED ARE PRESENTED IN SEVEN AREAS: (1) SCHOOL ENROLLMENT, (2) TEACHER CHARACTERISTICS, (3) STUDENT PERFORMANCE ON APTITUDE AND ACHIEVEMENT TESTS, (4) DEGREE PRODUCTION, (5) SCHOOL ORGANIZATION AND FINANCE, (6) EDUCATIONAL ATTAINMENT OF THE POPULACE, AND (7) ATTAINMENT OF SOCIETAL GOALS THROUGH EDUCATION. A 250-ITEM BIBLIOGRAPHY IS ALSO INCLUDED. (RA)

ED043953 EA003082
THE PERT LECTURES: A CASE STUDY IN KNOWLEDGE DISSEMINATION AND UTILIZATION. VOLUME 1: INITIAL LECTURES. AUG 66, 83P.

THIS DOCUMENT REPORTS ON DISSEMINATION LECTURES THAT INFORM THE EDUCATIONAL RESEARCH COMMUNITY ABOUT THE PROGRAM EVALUATION AND REVIEW TECHNIQUE (PERT). IN THE FIRST TWO CHAPTERS, THE BACKGROUND LEADING TO THE DISSEMINATION LECTURES, THE PROCEDURES USED BY THE PROJECT STAFF TO ACCOMPLISH DISSEMINATION OBJECTIVES, AND THE METHODOLOGICAL PROCEDURES INVOLVED IN PLANNING AND PERFORMING THE LECTURES ARE REPORTED. THE PROCESS BY WHICH THE LECTURE CONTENT WAS CUMULATED AND THE CONTENTS THEMSELVES ARE DESCRIBED IN CHAPTER III. THE LAST TWO CHAPTERS PRESENT THE RESULTS OF THE VARIOUS EVALUATION INSTRUMENTS, AND A DISCUSSION OF THE RESULTS, CONCLUSIONS, AND RECOMMENDATIONS. TWO APPENDIXES PROVIDE SUPPLEMENTARY INFORMATION NOT INCORPORATED IN THE TEXT. A RELATED DOCUMENT IS ED 010 372 (VOLUME II OF THIS STUDY), WHICH COMPRISES A PARTICIPANT FOLLOWUP STUDY OF THE DISSEMINATION LECTURES. (AUTHOR)

ED043960 EA003110
STATISTICS OF LOCAL PUBLIC SCHOOL SYSTEMS 1967-68. FINANCES. KAHN, GERALD; HUGHES, WARREN A., 70, 185P.
HC NOT AVAILABLE FROM EDRS.

THIS REPORT PRESENTS EDUCATIONAL DATA FROM A REPRESENTATIVE SAMPLE OF UNITED STATES PUBLIC SCHOOL SYSTEMS. THE SAMPLE INCLUDED SCHOOL SYSTEMS WITH ENROLLMENTS OF 25,000 OR MORE AND A STRATIFIED SAMPLE OF SYSTEMS WITH FEWER THAN 25,000 PUPILS. THE PRIMARY PURPOSE IS TO PROVIDE QUANTITATIVE INFORMATION COMPARABLE FROM SCHOOL SYSTEM TO SCHOOL SYSTEM WITH SUMMARY AND TREND DATA ANALYSES. THE FOLLOWING SUBJECTS ARE COVERED: TOTAL MONEY BEING SPENT IN SCHOOL SYSTEMS, VARIANCE IN PER-PUPIL EXPENDITURES AMONG DIFFERENT TYPES OF SCHOOL SYSTEMS, SOURCES OF SCHOOL SYSTEM FUNDS, VARIATIONS IN RECEIPT PATTERNS AMONG SYSTEMS, AND PROPORTION OF FEDERAL FUNDS RECEIVED IN DIFFERENT TYPES OF SYSTEMS. APPENDIXES INCLUDE SAMPLE DESIGN AND SELECTION, DEFINITIONS AND LIMITATIONS OF THE DATA, AND A REPRODUCTION OF THE SURVEY REPORT FORM. (JF)

ED043962 EA003112
FEASIBILITY STUDY AND ANALYSIS OF THE ADMINISTRATIVE MANAGEMENT OF THE HARRISBURG CITY SCHOOL DISTRICT. REORGANIZING THE HARRISBURG PUBLIC SCHOOLS PROJECT. MAGUIRE, LOUIS M.; AND OTHERS, 29 APR 70, 46P.

THIS FIVE-PART DOCUMENT PRESENTS THE RESULTS OF A FEASIBILITY STUDY ON ADMINISTRATIVE REORGANIZATION COMMISSIONED BY THE HARRISBURG, PENNSYLVANIA, SCHOOL DISTRICT. THE FIRST SECTION DESCRIBES THE RESEARCH DESIGN, THE DATA COLLECTION TECHNIQUES, AND THE INVOLVEMENT OF HARRISBURG PERSONNEL IN THE STUDY. SECTION TWO PROVIDES NINETEEN GENERALIZATIONS DERIVED FROM THE DATA--TEN OF WHICH HAD THEIR SOURCE IN ADMINISTRATIVE DATA, AND NINE IN TEACHER DATA. THESE GENERALIZATIONS CHARACTERIZE THE CURRENT ADMINISTRATIVE STRUCTURE AND OPERATION. SECTION THREE PRESENTS THE RECOMMENDATIONS FOR ADMINISTRATIVE REORGANIZATION, ESPECIALLY RECOMMENDING THAT HARRISBURG ADOPT THE SUPERINTENDENCY TEAM CONCEPT TO EFFECT ORGANIZATIONAL IMPROVEMENT. SECTION FOUR SUGGESTS A THREE-YEAR TIMETABLE FOR IMPLEMENTING ADMINISTRATIVE REORGANIZATION, AND SECTION FIVE DESCRIBES SOME OF THE FACTORS THAT WILL DETERMINE THE COST OF THE ORGANIZATIONAL CHANGE. (AUTHOR/RA)

ED043968 EA003123
FINANCING PUBLIC ELEMENTARY AND SECONDARY SCHOOL FACILITIES IN THE UNITED STATES. NATIONAL EDUCATIONAL FINANCE PROJECT SPECIAL STUDY NO. 7. BARR, W. MONFORT; AND OTHERS, JUN 70, 395P.

THIS DOCUMENT REPORTS THE RESULTS OF THE NATIONAL CAPITAL OUTLAY PROJECT, THE PURPOSES OF WHICH WERE TO INVESTIGATE THE LEGAL BASIS, PROCEDURES, AND PRACTICES UTILIZED BY THE 50 STATES IN PROVIDING FUNDS FOR PUBLIC SCHOOL CONSTRUCTION AND RELATED DEBT SERVICE

ED043992 EC030428
SPECIAL EDUCATION ADMINISTRATIVE HANDBOOK. 70, 104P.

THE ADMINISTRATIVE HANDBOOK CONTAINS GENERAL INFORMATION CONCERNING MAINE LEGISLATION RELATING TO SPECIAL EDUCATION, STATE SUBSIDY TO SPECIAL EDUCATION PROGRAMS, TITLE VI (A) OF THE ELEMENTARY AND SECONDARY EDUCATION ACT, PUBLIC LAW 85-926 RELATED TO PREPARATION OF PROFESSIONAL PERSONNEL IN SPECIAL EDUCATION, AND THE SERVICES OF THE SPECIAL EDUCATION INSTRUCTIONAL MATERIALS CENTER AT FARMINGTON STATE COLLEGE. PROGRAM STANDARDS AND PROCEDURES ARE DESCRIBED IN THE FOLLOWING AREAS: EDUCABLE MENTALLY HANDICAPPED, TRAINABLE MENTALLY HANDICAPPED, EMOTIONALLY HANDICAPPED, HEARING IMPAIRED, SPEECH AND LANGUAGE DISORDERS, LEARNING DISABILITIES, VISUALLY IMPAIRED, HOME INSTRUCTION, SPECIAL/SUPPLEMENTAL TUTORING, HOSPITAL INSTRUCTION, AND SPECIAL EQUIPMENT. GENERAL DEFINITIONS, ELIGIBILITY REQUIREMENTS, TEACHER QUALIFICATIONS, FINANCIAL CONCERNS, APPLICATION PROCEDURES, AND VARIOUS STUDENT FORMS ARE PROVIDED FOR EACH AREA. (RD)

ED043997 EC030433
STATISTICAL DATA FOR SPECIAL EDUCATION SERVICES FISCAL YEAR 1969. ANNUAL REPORT. 69, 43P.

STATISTICAL DATA ARE PRESENTED ON SPECIAL EDUCATION SERVICES IN ILLINOIS DURING FISCAL YEAR 1969. SEVENTEEN TABLES OF DATA DESCRIBE FACILITIES, POPULATION SERVED AND SERVICES RECEIVED (BOTH RESIDENT AND OUTPATIENT), PERSONNEL, EXPENDITURES, AND SALARIES OF PERSONNEL. (KW)

ED044027 EM008433
REPORT OF THE BOARD COMMITTEE ON LONG RANGE PLANNING. [70], 19P.

THE IMPACT OF PREDICTED TECHNOLOGICAL DEVELOPMENTS ON EDUCATIONAL BROADCASTING DEPENDS ON THE LONG RANGE PLANNING DONE TO EXPLOIT THEM. IT IS EXPECTED THAT IN THE FUTURE COMPUTERS WILL BE USED EXTENSIVELY BY BROADCASTING AGENCIES TO COLLECT, ANALYZE, AND PROVIDE, ON CALL, A WIDE RANGE OF DATA ABOUT AUDIENCE GROUPINGS. DETERMINATION OF PROGRAM GOALS WILL BE AFFECTED BY TECHNOLOGICAL DEVELOPMENTS THAT WILL ALLOW GEOGRAPHICALLY DISPERSED PEOPLE AND AGENCIES TO PARTICIPATE IN THIS ASPECT OF PROGRAMING. INFORMATION ABOUT PROGRAM RESOURCES WILL BE MADE AVAILABLE THROUGH AN INDEX OR STORAGE BANK. COMPUTERS WILL ALSO FACILITATE COST EFFECTIVENESS ACCOUNTING. NEW AUDIO AND VIDEO STORAGE DEVICES AND TECHNIQUES WILL AFFECT THE PRODUCTION AND ASSEMBLY OF PROGRAMS. THE NEW TECHNOLOGIES WILL HAVE THE MOST PROFOUND EFFECT ON PROGRAM TRANSMISSION AND DISTRIBUTION, MAKING POSSIBLE THE SATISFACTION OF A WIDER VARIETY OF INSTRUCTIONAL, INFORMATIONAL, AND CULTURAL PURPOSES. NEW DEVICES FOR DISTRIBUTION AND PLAYBACK WILL MAKE IT POSSIBLE FOR SCHOOLS TO RETRIEVE INSTRUCTIONAL MATERIALS AT TIMES OF GREATEST CONVENIENCE. IT IS MOST IMPORTANT THAT IN THE PLANNING STAGE, EDUCATIONAL BROADCASTING INTERESTS BE GRANTED RESPECT AND A SIZEABLE INCREASE IN THEIR ROLE. (MF)

ED044028 EM008435
TEACHER CONTROLLED COMPUTER ASSISTED INSTRUCTION. BELL, NORMAN T.; MOON, ROBERT D., [69], 27P.

IN THIS TIME OF HIGH COST, IT IS IMPORTANT NOT TO FOCUS ON TUTORIAL COMPUTER-ASSISTED INSTRUCTION (CAI) AS THE ONLY WAY TO USE A COMPUTER EFFECTIVELY IN INSTRUCTION. TEACHER CONTROLLED CAI--CLASSROOM USE OF CAI, AUGMENTED BY A TELEVISION DISPLAY--PROVIDES ONE ALTERNATIVE. NON-TUTORIAL CLASSROOM DEMONSTRATIONS CAN BE ARRANGED IN BUSINESS EDUCATION, IN SCIENCE, AND IN STATISTICS. SIMPLE GAMES WITH A COMPUTER CAN BE PLAYED BY A MATHEMATICS CLASS AND, ALSO, BY A LANGUAGE ARTS CLASS. ANOTHER ALTERNATIVE, NOT USUALLY CONSIDERED AS BEING PART OF CAI, IS CLASS USE OF INFORMATION RETRIEVAL. HIGH COST MAY EVEN BE JUSTIFIED WHEN COMPUTERS ARE USED TO TEACH ABOUT COMPUTERS. A COMPUTER PROGRAM FOR DETERMINING WHETHER TO RENT OR TO BUY A COMPUTER SYSTEM IS GIVEN. (MF)

ED044041 EM008523
THE PROBLEMS AND SUCCESSES OF INSTRUCTIONAL TELEVISION IN ELEMENTARY AND SECONDARY SCHOOLS IN NEW YORK STATE 1966-68. JUL 69, 54P.

THE PROBLEMS AND SUCCESSES OF INSTRUCTIONAL TELEVISION (ITV) IN ELEMENTARY AND SECONDARY SCHOOLS IN NEW YORK STATE BETWEEN 1966-68 ARE REPORTED HERE AS THE BASIS FOR RECOMMENDATIONS WHICH MAY FACILITATE THE CONTINUED DEVELOPMENT OF ITV IN THE STATE. SIXTY-FIVE SCHOOLS, REPRESENTING 60 PERCENT OF THE ITV-USING SCHOOLS, AND NINE NONUSING ITV SCHOOLS IN THE STATE WERE VISITED. EDUCATIONAL COUNCIL STATIONS WERE FOUND TO BE THE SINGLE GREATEST SOURCE OF PROGRAMS

ED044046 EM008540
TELECOMMUNICATIONS STUDY FOR THE STATE OF ILLINOIS, REPORT C: FINAL REPORT. 15 FEB 69, 356P.

THE PRINCIPAL OBJECTIVE OF THIS REPORT, THE LAST IN A SERIES OF THREE, WAS TO DEVELOP AND DETERMINE COST EFFECTIVENESS OF ALTERNATE PLANS FOR AN EFFECTIVE TELECOMMUNICATIONS CAPABILITY THROUGH 1975 FOR THE STATE OF ILLINOIS. THE STATE IS ADVISED TO CONTRACT WITH COMMUNICATIONS CONSULTANTS TO HELP IT SAVE MONEY ON ITS TELEPHONE BILL. IT IS ALSO ADVISED TO SET UP A MANAGEMENT ORGANIZATION TO INTEGRATE ITS TELECOMMUNICATIONS FACILITIES. COMPUTERIZATION OF PORTIONS OF THE MANAGEMENT FUNCTION IS RECOMMENDED. NINE TELECOMMUNICATION APPROACHES THAT THE STATE MAY TAKE ARE CONSIDERED

ED044047 EM008541
IDENTIFICATION AND ANALYSIS OF THE ALTERNATIVES FOR ACHIEVING GREATER TELEVISION PROGRAM DIVERSITY IN THE UNITED STATES. DIMLING, JOHN A., JR.; AND OTHERS, 26 JUL 68, 186P.

SEVERAL ALTERNATIVES TO THE PRESENT TELEVISION INDUSTRY STRUCTURE ARE CONSIDERED IN THIS STUDY. THEY ARE: CONTINUATION OF PRESENT POLICIES, SATELLITE-TO-HOME BROADCASTING, AND CABLE DISTRIBUTION OF TELEVISION. TRENDS NOTED ARE: THE GROWTH OF COMMERCIAL UHF (ULTRA HIGH FREQUENCY) STATIONS, THE INTRODUCTION OF ALL-CHANNEL SETS, POPULATION GROWTH, INCREASE IN NETWORK REVENUE AND EXPENSES, AND UNCHANGING AMOUNT OF LOCAL PROGRAMING, THE GROWTH OF COMMUNITY ANTENNA TELEVISION (CATV), PROGRAM ORIGINATION BY LOCAL CATV SYSTEMS, AND THE CONCENTRATION OF CONTROL WITHIN THE TELEVISION INDUSTRY. THE PROSPECTS FOR WIDER DIVERSITY IN TELEVISION PROGRAMS ARE MIXED. AT PRESENT, EDUCATIONAL TELEVISION CONTRIBUTES TO THIS DIVERSITY. PAY TELEVISION MAY ALSO CONTRIBUTE, BUT IS APT TO ENCOUNTER REGULATORY AND ECONOMIC PROBLEMS. IN THE FUTURE, VIDEO TAPES AND VIDEO RECORDS WILL REACH SELECTIVE AUDIENCES IN THE WAY THAT BOOKS DO. SATELLITE-TO-HOME BROADCASTING OFFERS A GLAMOROUS ALTERNATIVE FOR DISTRIBUTING TELEVISION, BUT DOES NOT SEEM TO OFFER PROGRAM DIVERSITY. CABLE TELEVISION, OR THE WIRED CITY, MAY INCREASE PROGRAM DIVERSITY, DEPENDING UPON ITS SOURCES OF SUPPORT AND THE TYPES OF ORGANIZATIONS THAT WILL MAKE PROGRAMS AVAILABLE. (MF)

ED044118 LI002040
THE MICROFILM TECHNOLOGY PRIMER ON SCHOLARLY JOURNALS. SEP 69, 25P.

THIS PRIMER IS INTENDED TO ACQUAINT PUBLIC, ACADEMIC AND SPECIAL LIBRARIANS WITH THE CURRENT STATE OF THE ART IN MICROFORM TECHNOLOGY. BRIEF DISCUSSION IS GIVEN OF THE ADVANTAGES AND DISADVANTAGES, ECONOMICS, READING AND PRINTING CAPABILITIES, CONTINUOUS AND UNITIZED MICROFORMS AND THE VARIOUS ANALOGIES OF MICROFILM TECHNOLOGY TO OTHER TECHNOLOGY. SUGGESTIONS FOR KEEPING CURRENT ARE INCLUDED. (AB)

ED044204 RC004766
PARTNERS IN LEARNING...TEACHERS & MIGRANT CHILDREN. 2 MAY 70, 16P.

ORAL LANGUAGE TECHNIQUES, INDIVIDUALIZED ELEMENTARY MATHEMATICS, AND OUTDOOR EDUCATION WERE USED AS THE SUBJECT MATTER FOR THIS INSERVICE PROGRAM FOR TRAINING OF TEACHERS OF MIGRANT CHILDREN. THE ORAL LANGUAGE PROGRAM STRESSED THE IMPORTANCE OF THE SOUND SEQUENCE OF DEVELOPMENT IN LEARNING THE ENGLISH LANGUAGE: LISTENING, SPEAKING, READING, AND WRITING. (PATTERN DRILLS USED IN THE PROGRAM ARE INCLUDED.) THE MATHEMATIC AND OUTDOOR EDUCATION SECTIONS OF THE WORKSHOP STRESSED THE NEED FOR POSITIVE TEACHER ATTITUDES AND EMPHASIZED THAT THE TEACHER AND CHILD CAN BE LEARNING PARTNERS. TECHNIQUES ARE PROVIDED FOR BETTER EVALUATION OF STUDENT PROGRESS, AND ACTIVITIES ARE GIVEN FOR INVOLVING THE STUDENT IN THE LEARNING PROCESS. (LS)

ED044218 RC004792
INDIAN EDUCATION PROGRAM: 1969-1970 ANNUAL REPORT TO UNITED STATES BUREAU OF INDIAN AFFAIRS. OCT 70, 84P.

A BRIEF HISTORY IS GIVEN OF THE JOHNSON-O'MALLEY ACT, WHICH PROVIDES FUNDS FOR INDIAN CHILDREN ATTENDING PUBLIC SCHOOLS, AND NEVADA'S PLAN FOR DISTRIBUTION OF THESE FUNDS IS DISCUSSED. PROCEDURES FOR DETERMINATION OF STATE APPORTIONMENT FOR NEVADA PUBLIC SCHOOLS ARE INCLUDED, AS ARE THE BENEFICIARIES OF THE SPECIAL FUND ALLOCATIONS. BASIC OBJECTIVES FOR EDUCATIONAL PROGRAMS AND THE PROBLEMS ENCOUNTERED IN DEVELOPING THESE PROGRAMS ARE CITED. TWO PROGRAMS FOR INDIAN CHILDREN IN NEVADA ARE DESCRIBED: (1) THE SUMMER EDUCATIONAL PROGRAM FOR SOUTHERN PAIUTE CHILDREN AND (2) THE FIRST ONES, AN EDUCATIONAL TELEVISION SERIES FOR ALL SCHOOL CHILDREN IN NEVADA. (LESSON PLANS AND A TEACHER'S GUIDE FOR THE SERIES ARE INCLUDED IN THE DOCUMENT.) PUBLIC LAW 89-10 TITLE I PROGRAMS SERVING INDIAN CHILDREN IN NEVADA ARE LISTED, AND SCHOOL DISTRICT NEWS, FINANCIAL REPORTS FOR 1969-70, ENROLLMENT DATA, AND RESULTS OF THE 5-YEAR DROPOUT SURVEY CONCLUDE THE REPORT. (LS)

ED044225 RC004801
INDIAN EDUCATION IN WISCONSIN UNDER STATE CONTRACT, JOHNSON-O'MALLEY PROGRAM, 1969-70, TWENTY-THIRD ANNUAL REPORT. KINGSTON, A. W.; EMBERTSON, E. N., 14 OCT 70, 62P.

JOHNSON-O'MALLEY-FUNDED PROJECTS IN WISCONSIN SCHOOLS ARE DESCRIBED IN THIS 1969-70 ANNUAL REPORT ON INDIAN EDUCATION. OBJECTIVES OF THE JOHNSON-O'MALLEY PROGRAM ARE TO SECURE FOR INDIAN CHILDREN THE EDUCATIONAL OPPORTUNITIES AND LEARNING ENVIRONMENT NECESSARY TO FULFILL THEIR EDUCATIONAL NEEDS

ED044255 RE003040
EVALUATION OF THE TITLE I READING PROGRAM IN MONTGOMERY COUNTY, VIRGINIA, SCHOOLS. WEBER, LARRY J.; MONTGOMERY, MARY, 31 DEC 69, 116P.

A READING PROGRAM TO RAISE THE ACHIEVEMENT LEVEL OF DISADVANTAGED CHILDREN IS EVALUATED. THE EVALUATION IS INTENDED TO HELP MONTGOMERY COUNTY SCHOOLS IN DETERMINING THE EFFECTIVENESS OF ITS TITLE I PROGRAM AND TO HELP THE STATE DEPARTMENT OF EDUCATION ATTAIN A VIEW OF TITLE I PROGRAMS IN VIRGINIA SO THAT BOTH AGENCIES CAN PLAN A MORE EFFECTIVE APPROACH TO COMPENSATORY EDUCATION IN THE FUTURE. DESCRIPTIONS ARE GIVEN OF THE COMMUNITY, THE CHILDREN, AND THE PROGRAM INCLUDED UNDER THE TITLE I PROJECT. TWO TYPES OF EVALUATION ARE REPORTED: (1) PERFORMANCE OBJECTIVES AS MEASURED BY STANDARDIZED TESTS AND (2) ACHIEVEMENT, ATTITUDES, AND BEHAVIOR EVALUATED BY READING AND CLASSROOM TEACHERS IN REPORTS AND COMMENTS RECORDED IN CUMULATIVE RECORD DATA. FACTS AND FIGURES RELATING TO THE BUDGET AND SCHOOL ATTENDANCE ARE ALSO PRESENTED. THE REPORT IS CONCLUDED WITH A SUMMARY OF THE PROJECT AND RECOMMENDATIONS LIMITED BY PROBLEMS ENCOUNTERED IN THE STUDY. TABLES ARE INCLUDED. (AUTHOR/DH)

ED044289 SE009861
EDUCATIONAL TECHNOLOGY PROJECT, VOLUME FIVE, MANAGEMENT KIT (SET 6). FINAL REPORT. ZIENER, GEORGE G.; AND OTHERS, FEB 70, 90P.

THIS VOLUME IS THE LAST OF FOUR SETS OF MATERIALS PRODUCED FOR TRAINING SCIENCE SUPERVISORS IN EDUCATIONAL TECHNOLOGY. IT DESCRIBES THE CONTENTS AND USE OF KITS DESIGNED TO HELP SUPERVISORS ANALYZE THEIR JOBS IN FIVE BASIC SUPERVISORY AREAS.

ED044352 SP004274
CONFERENCE ON ISSUES RELATING TO A NATIONAL INSTITUTE OF EDUCATION. SUMMARY AND RELATED PROPOSED LEGISLATION. 4 MAY 70, 37P.
HC NOT AVAILABLE FROM EDRS.

THIS PAPER SUMMARIZES THE THOUGHTS AND SUGGESTIONS OF THE 28 SCHOLARS AND RESEARCH PERSONS CONVENED TO CONSIDER THE PROBLEMS IN BEGINNING THE PLANS FOR A NATIONAL INSTITUTE OF EDUCATION AS PRESENTED IN PRESIDENT NIXON'S WHITE HOUSE MESSAGE IN MARCH 1970, AND PROPOSED IN SUBSEQUENT LEGISLATION TO THE CONGRESS. THE SUMMARY IS BASED ON NOTES OF DR. DAVID KRATHWOHL AND DR. LAUNOR CARTER WHO WERE GROUP LEADERS

ED044451 UD010693
ESEA TITLE I COMPONENTS: EXECUTIVE ABSTRACTS SEP 70, 64P.

THIS REPORT INCLUDES ABSTRACTS AND EVALUATIONS OF VARIOUS ESEA TITLE I PROGRAMS IN THE LOS ANGELES CITY SCHOOLS DURING 1969-70. IN THE FIVE YEARS SINCE SPRING 1966, ESEA FUNDS AND PROGRAMS HAVE PRODUCED GREAT VARIABILITY IN DENSITY OF SERVICES, PUPIL-TEACHER RATIOS, CURRICULUM MATERIALS, ETC. IN 1969-70, UNDER NEW STATE GUIDELINES, THE FOLLOWING COMPONENTS WERE MANDATED, REGARDLESS OF LEVEL: READING AND MATHEMATICS INSTRUCTION, AUXILIARY SERVICES (HEALTH, COUNSELING, AND ATTENDANCE), PARENTAL INVOLVEMENT, INTERGROUP RELATIONS, AND STAFF DEVELOPMENT. SATURATED SERVICES WERE THE THRUST, WITH THE OBJECTIVE OF PROVIDING AS MUCH ESEA INTERVENTION AS POSSIBLE FOR THE DISADVANTAGED. GUIDELINES FOR THE SCHOOL DISTRICT MANDATED A PER-CAPITA EXPENDITURE FOR EACH CHILD

ED044458 UD011013
PUBLIC EDUCATION IN NEW YORK CITY. NOV 69, 29P.

ONE OF THE MAJOR CONCERNS OF THE FIRST NATIONAL CITY BANK'S PUBLIC AFFAIRS COMMITTEE IS THE COST AND QUALITY OF URBAN EDUCATION. THE BANK'S REGIONAL ECONOMICS SECTION INQUIRED INTO VARIOUS ASPECTS OF PUBLIC EDUCATION IN NEW YORK CITY. WHILE THE STUDY IS CONSIDERED AS A TENTATIVE EXPLORATION OF A COMPLEX SUBJECT, QUESTIONS CONCERNING BUSINESSMEN AND CITIZENS HAVE BEEN RAISED. THE NUMBER OF CHILDREN IN THE PUBLIC SCHOOLS HAS GROWN BY MORE THAN 20 PERCENT SINCE 1950, WITH BLACKS AND PUERTO RICANS COMPRISING OVER 50 PERCENT OF THE PUPILS. THE SCHOOL BUDGET HAS INCREASED BY ABOUT 150 PERCENT SINCE 1960-61. THE RACE/POVERTY NEXUS APPEARS TO CORRELATE HIGHEST WITH LOW READING LEVELS, AND EVIDENCE SUGGESTS THAT THE QUALITY OF THE PRINCIPAL AND STAFF HAS A PROFOUND INFLUENCE ON IMPROVEMENT IN READING LEVELS. INTERMEDIATE AND HIGH SCHOOLS INHERIT PROBLEMS OF THE ELEMENTARY SCHOOLS AS WELL AS ADDITIONAL SERIOUS PROBLEMS. FINALLY, BUSINESS HAS A VITAL ROLE TO PLAY IN EDUCATION, NOT ONLY IN FOSTERING THE INTRODUCTION OF HIGHER EFFICIENCY AND COST/BENEFIT THINKING INTO THE SYSTEM, BUT ALSO IN DIRECT ASSISTANCE TO VOCATIONAL EDUCATION, WORK-STUDY, AND OTHER BUSINESS-ORIENTED PROGRAMS IN THE SCHOOLS. (AUTHOR/DM)

ED044538 AA000640
LIBRARY SERIALS CONTROL SYSTEMS: A LITERATURE REVIEW AND BIBLIOGRAPHY. DEC 70, 49P.

THE LITERATURE ON AUTOMATED SERIALS CONTROL SYSTEMS AND RELATED SUBJECTS IS REVIEWED AND CONCLUSIONS ARE DRAWN ON THE ISSUES RAISED. AS MUCH AS POSSIBLE THE DATA REPORTED IN THE LITERATURE ARE VERIFIED. A SELECTED BIBLIOGRAPHY OF DOCUMENTS PUBLISHED PRIOR TO THE DATA OF THIS REPORT IS PREPARED. IN ADDITION TO DESCRIPTIONS OF THE MAJOR SERIALS SYSTEMS, TOPICS OF CONCERN INCLUDE USER STUDIES, TECHNOLOGICAL DEVELOPMENTS, EMERGING NATIONAL STANDARDS AND COSTS. (AUTHOR)

ED044582 AC008700
THE IMPACT OF THE COMMUNITY ACTION PROGRAM ON INSTITUTIONAL CHANGE VANECKO, JAMES J.; JACOBS, BRUCE, MAY 70, 287P.
DOCUMENT NOT AVAILABLE FROM EDRS.

PART OF A COMMUNITY ACTION PROGRAM (CAP) FINAL REPORT EVALUATING THE EFFECTS OF COMMUNITY ACTION AGENCIES (CAAS) ON INSTITUTIONAL CHANGE, THESE APPENDIXES ANALYZE VARIOUS DEPENDENT AND INDEPENDENT VARIABLES, INCLUDING SOCIAL SERVICES, PUBLIC SCHOOLS, EMPLOYMENT, NEIGHBORHOOD AND COMMUNITY POLITICAL ORGANIZATIONS, CAP PRESSURE AND IMPACT, DIFFUSION, CONTROL AND ETHNIC GROUPS, AND CONSTRUCTION OF THE BUDGET. THE CAA PROGRAM CODE, CAA AND NEIGHBORHOOD CENTER CHARACTERISTICS, COMMUNITY CHARACTERISTICS, PROGRAM GRANTS, AND THE ACTUAL CHANGES REALIZED ARE ALSO COVERED, ALONG WITH HYPOTHESES OF THE STUDY AND THE RESEARCH METHODOLOGY USED. (SEE AC 008 701 (PB-192-967) FOR THE TEXT OF THE FINAL REPORT. SEE ALSO AC 008 076 (PB-188-692) FOR THE PHASE 1 FINAL REPORT.) (LY)

ED044583 AC008701
THE IMPACT OF THE COMMUNITY ACTION PROGRAM ON INSTITUTIONAL CHANGE VANECKO, JAMES J.; JACOBS, BRUCE, MAY 70, 92P.
DOCUMENT NOT AVAILABLE FROM EDRS.

THIS STUDY EVALUATED THE ROLE OF THE COMMUNITY ACTION AGENCIES (CAAS) IN MAKING OTHER INSTITUTIONS MORE RESPONSIVE TO THE NEEDS OF THE POOR. INSTITUTIONAL CHANGES IN EDUCATION, EMPLOYMENT, PRIVATE WELFARE, AND POLITICS WERE EXAMINED IN RELATION TO CERTAIN CHARACTERISTICS OF CAAS. INTERVIEWS WERE HELD WITH CAA PERSONNEL (BOTH CENTRAL AND NEIGHBORHOOD) AND ORGANIZATIONAL LEADERS IN 50 LARGE CITIES.

ED044606 AC008754
OAK GLEN: CALIFORNIA YOUTH CONSERVATION AND TRAINING PROGRAM, NOVEMBER 1, 1963 - MAY 31, 1965. AUG 69, 34P.

A DESCRIPTION OF THE ORIGIN AND DEVELOPMENT OF THE CALIFORNIA YOUTH CONSERVATION AND TRAINING AND ITS RELATIONSHIP TO FEDERAL LEGISLATION AND ACTIONS IS THE FOCUS OF THIS REPORT. THE PROGRAM, AUTHORIZED BY THE STATE LEGISLATURE IN 1963, TRAINED OUT-OF-SCHOOL, UNEMPLOYED YOUTH, 16-21 YEARS OLD FOR A PERIOD OF SIX MONTHS. EMPHASIS WAS ON GOOD HABITS, ATTITUDES, BASIC WORK SKILLS, AND PRODUCTION OF USEFUL CONSERVATION WORK. THE PROGRAM WAS A JOINT EFFORT OF SEVERAL AGENCIES. IT WAS PLACED UNDER THE JURISDICTION OF THE OFFICE OF ECONOMIC OPPORTUNITY (OEO) IN 1965 UNDER A JOB CORPS CLASSIFICATION. STILL LATER, IT WAS TRANSFERRED TO THE DEPARTMENT OF LABOR. THE NIXON ADMINISTRATION PHASED OUT OAK GLEN AFTER ASSESSING ALL JOB CORPS PROGRAMS BY THE FOLLOWING CRITERIA: AVERAGE COST PER ENROLLEE MAN YEAR, AVERAGE LENGTH OF STAY PER ENROLLEE, DROPOUT RATE, AVERAGE READING AND MATHEMATICAL ABILITY GAIN OF THE ENROLLEE, AND PERCENTAGE OF PLACEMENT IN JOBS, SCHOOL, OR MILITARY SERVICE OF ENROLLEES LEAVING THE CENTER.

ED044619 AC008780
EDUCATIONAL ACTIVITIES WITHIN BUSINESS-INDUSTRY: IMPLICATIONS FOR PUBLIC EDUCATION. LYNN, DAVID R.; NOTHOM, JOHN W., JAN 68, 62P.

A STUDY WAS MADE ON THE ISLAND OF OAHU, HAWAII, OF TYPES AND LEVELS OF TRAINING BEING CONDUCTED BY BUSINESS-INDUSTRY

ED044769 EA003102
THREE APPROACHES TO EDUCATIONAL PLANNING. A REVIEW AND APPRAISAL OF THE DEMAND-FOR-PLACES, MANPOWER-REQUIREMENTS, AND RATE-OF-RETURN APPROACHES TO EDUCATIONAL PLANNING. MAR 70, 88P.

THIS REPORT SEEKS TO CLARIFY THE ADVANTAGES AND DISADVANTAGES OF THREE APPROACHES TO EDUCATIONAL PLANNING, AND SUGGESTS THAT AN ECLECTIC APPROACH IS NECESSARY TO DEAL SUCCESSFULLY WITH THE PROBLEMS AND PROSPECTS OF FUTURE PLANNING. EACH APPROACH IS EXAMINED TO DETERMINE ITS METHODOLOGY, ITS ALLEGED SHORTCOMINGS, AND ITS APPLICATION IN SELECTED PLANNING SITUATIONS. THE APPROACHES ARE THEN REVIEWED TO SYNTHESIZE A MORE ADEQUATE AND COMPREHENSIVE APPROACH TO PLANNING. IT IS CONCLUDED THAT THE THREE APPROACHES SHOULD BE VIEWED AS COMPLEMENTARY RATHER THAN AS DISCRETE ALTERNATIVES, BUT THAT, EVEN WHEN TAKEN TOGETHER, THEY FAIL TO CONSTITUTE AN ADEQUATE BASIS FOR PLANNING. MUCH EMPIRICAL RESEARCH REMAINS TO BE DONE TO DEVELOP METHODOLOGIES AND THEORETICAL BASES FOR EDUCATIONAL PLANNING. (TABLES II AND IV MAY REPRODUCE POORLY IN HARD COPY BECAUSE OF MARGINAL LEGIBILITY.) (JF)

ED044777 EA003122
RESEARCH FOR EDUCATIONAL PLANNING: NOTES ON EMERGENT NEEDS. 70, 68P.
DOCUMENT NOT AVAILABLE FROM EDRS.

A SUCCESSOR TO A 1965 INVENTORY OF RESEARCH NEEDS, THIS STUDY RECORDS WORKSHOP DISCUSSIONS OF CURRENT RESEARCH, AND PROPOSES NEW RESEARCH QUESTIONS. CHAPTER ONE SETS OUT THE PREMISES, DEFINITIONS, AND CRITERIA OF SELECTED RESEARCH NEEDS. CHAPTER TWO CONTAINS THE FINDINGS OF THE WORKSHOP REGARDING EMERGENT RESEARCH NEEDS FOR THE EARLY 1970S, ORGANIZED INTO 15 CLUSTERS, EACH REPRESENTING AN ISSUE ASSESSED BY THE WORKSHOP PARTICIPANTS AS DESERVING PRIORITY ATTENTION. CHAPTER THREE COMPARE S THE CURRENT STATE OF EDUCATIONAL PLANNING WITH THAT OF 1965. PROPOSALS FOR INTERNATIONAL COOPERATION IN RESEARCH ON EDUCATIONAL PLANNING AND DEVELOPMENT ARE ADVANCED IN CHAPTER FOUR. (AUTHOR/MLF)

ED044787 EA003139
METHODS OF ANALYSING EDUCATIONAL OUTLAY. 66, 70P.
DOCUMENT NOT AVAILABLE FROM EDRS.

THIS STUDY BRINGS TOGETHER AND DEVELOPS FURTHER METHODS OF ANALYZING FINANCIAL OUTLAY ON EDUCATIONAL INSTITUTIONS. THE MAIN THEME IS THE METHODOLOGY OF CALCULATING UNIT OUTLAY, I.E., EXAMINING AND RELATING COSTS TO A UNIT IN NONMONETARY TERMS. UNIT OUTLAY CALCULATIONS HAVE A DUAL AIM: TO ASSESS UNIT OUTLAYS AND DEMONSTRATE OUTLAY DIFFERENTIALS AND THEIR CAUSES

ED044789 EA003142
INSTRUCTIONAL TECHNOLOGY AND THE SCHOOL ADMINISTRATOR. FINAL REPORT. KNEZEVICH, STEPHEN J., ED.; EYE, GLEN G., ED., 70, 143P.
HC NOT AVAILABLE FROM EDRS.

A SPECIAL COMMITTEE ON TECHNOLOGY AND INSTRUCTION, APPOINTED BY THE AASA IN 1967, REVIEWED THE LITERATURE ON INSTRUCTIONAL TECHNOLOGY AND VISITED THE EXPERIMENTAL AND DEVELOPMENTAL WORK BEING DONE IN THE AREA. THIS DOCUMENT PRESENTS THE COMMITTEE'S REPORT TO THE PROFESSION ON THE PROMISES AND IMMEDIATE POSSIBILITIES OF THE NEW TECHNOLOGY. THE CONTENTS FOCUS ON TECHNOLOGY AS A SYSTEMATIC APPROACH TO PRACTICAL PROBLEMS. SEVEN CHAPTER INCORPORATE A REVIEW OF INTERESTING AND MEANINGFUL ISSUES IN INSTRUCTONAL TECHNOLOGY, PROVIDE A DESCRIPTION OF ITS CURRENT STATUS, IDENTIFY RECENT AND SIGNIFICANT INNOVATIONS IN THE TEACHING OR LEARNING PROCESS, EXAMINE THE EXISTING EVIDENCE BASED ON RESEARCH OR EXPERIENCE THAT SUPPORTS NEWLY DEVELOPED TECHNIQUES AND APPROACHES TO INSTRUCTION, AND APPRAISE THE VALIDITY OF CLAIMS FOR INSTRUCTIONAL INNOVATION. (AUTHOR/MLF)

ED044792 EA003145
FEEDING THE NATION'S CHILDREN--EDUCATION'S JOB? 12 APR 70, 12P.

CHILDREN WHO ARE HUNGRY CANNOT BE TAUGHT. TO DISCHARGE SUCCESSFULLY THE RESPONSIBILITY OF TEACHING ENTRUSTED TO THEM, THE SCHOOLS MUST PROVIDE FOOD FOR CHILDREN'S BODIES AS WELL AS INTELLECTUAL STIMULATION FOR THEIR MINDS. THIS IS EXPECIALLY TRUE OF CHILDREN FROM POVERTY-STRICKEN HOMES. ALTHOUGH RECENT LEGISLATION PROVIDES FREE LUNCHES AND BREAKFASTS FOR SUCH CHILDREN, THESE LAWS ARE SUBJECT TO ECONOMIC MEANS TESTS AND LOCAL CONTROLS

ED044794 EA003147
SIMULATION OF SPACE NEEDS AND ASSOCIATED COSTS. BANGHART, FRANK W.; AND OTHERS., 31 JUL 70, 32P.

THIS PAPER PRESENTS A MODEL THAT USES PROJECTED PUPIL ENROLLMENT TO ESTIMATE GROSS SPACE NEEDS AND ASSOCIATED COSTS FOR VARIOUS CLASSIFICATIONS OF EDUCATIONAL ACTIVITIES. THE SIMULATION CONSISTS OF TWO LINKED PROGRAMS, ONE USING A VERSION OF THE MODIFIED "COHORT-SURVIVAL" TECHNIQUE AND THE OTHER ESTIMATING SPACE AND MONEY NECESSARY TO MEET THE PROJECTED NEEDS. COMPUTERIZATION OF THE MODEL PROVIDES THE USER WITH A VARIETY OF INFORMATION, INCLUDING THE TOTAL SQUARE FEET TO BE CONSTRUCTED AND THE ADJUSTED COSTS. (FIGURES 3, 4, AND 5 ON PAGES 13, 15, AND 16, AND TABLE 2 ON PAGES 18-19 MAY REPRODUCE POORLY IN HARD COPY BECAUSE OF MARGINAL LEGIBILITY.) (AUTHOR)

ED044801 EA003154
TEACHER'S SALARY INCREASES IN A CLUSTER OF SUBURBAN SCHOOL DISTRICTS. FINAL REPORT. JAN 70, 63P.

THE PROBLEM OF ALLOCATING FUNDS FOR TEACHER SALARY INCREASES WAS ANALYZED USING A COMPUTER SIMULATION MODEL OF THE DECISION PROCESS. DATA FROM SIX SUBURBAN SCHOOL SYSTEMS WERE GATHERED FOR THE STUDY, WHICH ATTEMPTED TO PREDICT SALARY INCREASES. NUMEROUS TABLES AND CHARTS ILLUSTRATE STUDY PROCEDURES AND FINDINGS. (LLR)

ED044809 EA003163
A GUIDE FOR FINANCING SCHOOL FOOD AND NUTRITION SERVICES. 70, 82P.
DOCUMENT NOT AVAILABLE FROM EDRS.

THIS DOCUMENT REVIEWS FEDERAL AND STATE SCHOOL FOOD PROGRAMS, DISCUSSES FINANCIAL PROBLEMS CAUSED BY RISING COSTS, AND RECOMMENDS PROCESSES AND TECHNIQUES THAT WILL ASSIST SCHOOL OFFICIALS IN MANAGEMENT PROCESSES SUCH AS PPBS AND SYSTEMS ANALYSIS. THE DOCUMENT ALSO PRESENTS WAYS TO BEST ALLOCATE LIMITED RESOURCES, AND EXAMINES FUTURE FUNDING PROPOSALS NOW BEING MADE. ABSTRACTS OF DOCUMENTS AND SPEECHES ON FINANCING SCHOOL FOOD SERVICES ARE ALSO PROVIDED. (JF)

ED044811 EA003165
POST-CONFERENCE REPORT: EXTENDED SCHOOL YEAR CONFERENCE. MAY 69, 71P.

RISING SCHOOL ENROLLMENTS, CONSTRUCTION COSTS, AND THE SEARCH FOR EXCELLENCE IN EDUCATION HAVE REVIVED INTEREST IN THE EXTENDED SCHOOL YEAR. THE PURPOSE OF THIS CONFERENCE WAS TO ENABLE FLORIDA EDUCATORS AND CITIZENS TO INVESTIGATE VARIOUS DESIGNS FOR RESCHEDULING THE SCHOOL YEAR IN TERMS OF CURRICULUM, FLEXIBLE STAFF ORGANIZATION, AND SCHOOL FACILITIES. THE REPORT IS COMPRISED OF PAPERS PRESENTED BY CONSULTANTS ACTIVELY INVOLVED IN THE PLANNING AND OPERATION OF EXPERIMENTAL YEAR-ROUND PROGRAMS ACROSS THE COUNTRY. A SELECTED BIBLIOGRAPHY IS INCLUDED. (AUTHOR/MLF)

ED044812 EA003166
TOWARDS RATIONAL DECISION-MAKING IN SECONDARY EDUCATION. [70], 19P.

WITHOUT A CONSCIOUS EFFORT TO ACHIEVE OPTIMUM RESOURCE ALLOCATION, THERE IS A REAL DANGER THAT EDUCATIONAL RESOURCES MAY BE WASTED. THIS DOCUMENT USES INPUT-OUTPUT ANALYSIS TO DEVELOP A MODEL FOR RATIONAL DECISION-MAKING IN SECONDARY EDUCATION. (LLR)

ED044815 EA003169
GOALS AND OBJECTIVES IN PPBS. SEP 70, 39P.

THE MOST CRITICAL ACTIVITY IN THE PLANNING-PROGRAMING-BUDGETING SYSTEM IS THE SPECIFICATION AND EMPLOYMENT OF GOALS AND OBJECTIVES. PROGRAM GOALS ARE THE DESIRED OUTCOMES OF A PROGRAM, BUT PROGRAM OBJECTIVES ARE THE CHANGES IN, OR THE CREATION OF, PROGRAM ELEMENTS IN A SPECIFIED WAY TO IMPROVE THE EFFECTIVENESS AND EFFICIENCY OF A PROGRAM. SINCE ONLY PROGRAMS, NOT GOALS, CAN BE TRANSLATED INTO RESOURCE REQUIREMENTS AND OBJECTIVES, THE ENTIRE SYSTEM OF PLANNING, BUDGETING, AND EVALUATING IS DEPENDENT ON THE CORRECT SPECIFICATION OF PROGRAM OBJECTIVES. IN A SYSTEMS APPROACH TO EDUCATION, PROGRAMS CAN BE CLASSIFIED, AND OBJECTIVES DETERMINED BY THEIR VARIOUS FUNCTIONS, INCLUDING INSTRUCTIONAL PROGRAMS, SUPPORT AND SERVICE PROGRAMS, AND MANAGEMENT PROGRAMS. EXAMPLES OF PROGRAM OBJECTIVES FOR EACH FUNCTION ARE INCLUDED. (RA)

ED044827 EA003181
THE IMPACT OF GRANTS-IN-AID ON STATE AND LOCAL EDUCATION EXPENDITURES. JUN 70, 27P.

THIS DOCUMENT PRESENTS A MODEL FOR PREDICTING (1) SCHOOL DISTRICT SPENDING PER PUPIL, AND (2) THE EFFECT OF ALTERNATIVE FORMS OF SCHOOL AID. CONSTRAINED MAXIMIZATION EQUATIONS TAKE ACCOUNT OF REAL EXPENDITURE PER PUPIL

ED044871 EC030840
MANUAL OF INFORMATION FOR TITLE VI-A OF THE ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965, AS AMENDED. 70, 36P.

THE MANUAL PROVIDES INFORMATION ON TITLE VI-A OF THE ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965, AS AMENDED, WHOSE PURPOSE IS TO SUPPORT THE INITIATION, EXPANSION, AND IMPROVEMENT OF SPECIAL EDUCATION PROJECTS AND PROGRAMS FOR HANDICAPPED CHILDREN AT ALL LEVELS. INCLUDED ARE THE GUIDELINES FROM THE U.S. OFFICE OF EDUCATION, APPLICABLE FEDERAL REGULATIONS, AND THE CALIFORNIA STATE PLAN FOR ADMINISTERING TITLE VI-A PROGRAMS. REQUIREMENTS AND PROCEDURES FOR EDUCATION AGENCIES TO FOLLOW IN APPLYING FOR FUNDS AND ADMINISTERING PROGRAMS FINANCED BY TITLE VI-A FUNDS ARE SET FORTH. THIS INCLUDES THE APPLICANT'S RESPONSIBILITIES IN THE AREAS OF PROGRAM OPERATION, EVALUATION, AND INFORMATION DISSEMINATION. (KW)

ED044896 EM008202
RELATING AGENCY OBJECTIVES TO BUDGET ORGANIZATION: FACTOR BUDGETING FOR AN EDUCATION FILM LIBRARY. ALEXANDER, WILLIAM E.; HOLLAND, JOHN W., 30 APR 70, 19P.

A MAJOR PROBLEM IN THE USE OF FILMS IN INSTRUCTION IS TO GET THE RIGHT FILM TO THE RIGHT TEACHER WHEN HE WANTS IT AND NEEDS IT, AND TO DO ALL THIS AT A MINIMUM COST. THIS PAPER PRESENTS A VIEW OF FILM DISTRIBUTION SYSTEMS IN TERMS OF TWO INTERRELATED SUBSYSTEMS: A LOGISTIC SUBSYSTEM AND A BEHAVIORAL SUBSYSTEM. THE LOGISTIC SUBSYSTEM CONSISTS OF THOSE FACTORS WHICH AFFECT THE NUMBER OF BOOKINGS THAT A LIBRARY COMPLETES. THE BEHAVIORAL SUBSYSTEM CONSISTS OF THOSE FACTORS WHICH AFFECT THE DEMAND FOR FILMS. THE PAPER PROPOSES THAT A PROGRAM BUDGET APPROACH BE USED TO MINIMIZE COSTS. A PROGRAM BUDGET WOULD

BREAK DOWN ALLOCATIONS ACCORDING TO THE INDEPENDENT FACTORS AFFECTING A SYSTEM'S OPERATION. (JY)

ED044908 EM008546
INSTRUCTIONAL STRATEGIES APPROPRIATE TO COMPUTER-ASSISTED INSTRUCTION. PROCEEDINGS OF A CONFERENCE HELD OCTOBER 29-30, 1968 AT WASHINGTON, D.C. 68, 28P.
DOCUMENT NOT AVAILABLE FROM EDRS.

A POTPOURRI OF TALKS AND DISCUSSION AT A SYMPOSIUM ON INSTRUCTIONAL STRATEGIES FOR COMPUTER-ASSISTED (CAI) INSTRUCTION ARE SUMMARIZED IN THIS REPORT

ED044911 EM008550
APL: AN ALTERNATIVE TO THE MULTI-LANGUAGE ENVIRONMENT FOR EDUCATION. SYSTEMS RESEARCH MEMO NUMBER FOUR.
LIPPERT, HENRY T.; HARRIS, EDWARD V., 15 AUG 70, 23P.
DOCUMENT NOT AVAILABLE FROM EDRS.

THE DIVERSE REQUIREMENTS FOR COMPUTING FACILITIES IN EDUCATION PLACE HEAVY DEMANDS UPON AVAILABLE RESOURCES. ALTHOUGH MULTIPLE OR VERY LARGE COMPUTERS CAN SUPPLY SUCH DIVERSE NEEDS, THEIR COST MAKES THEM IMPRACTICAL FOR MANY INSTITUTIONS. SMALL COMPUTERS WHICH SERVE A FEW SPECIFIC NEEDS MAY BE AN ECONOMICAL ANSWER. HOWEVER, TO SERVE OPERATIONALLY A SIGNIFICANT SEGMENT OF STUDENTS, THE MULTIPLICITY OF COMPUTER INSTALLATIONS WITH THEIR OPERATIONS STAFFING REQUIREMENTS WOULD PROBABLY PROVE TO BE A FALSE ECONOMY. APL (A PROGRAMING LANGUAGE) IS EXAMINED AS AN ALTERNATIVE TO THIS DILEMMA. (AUTHOR/JY)

ED044913 EM008553
MEDIA AND COST-EFFECTIVENESS. OCT 70, 8P.

INSTRUCTIONAL MEDIA SYSTEMS MIGHT BE OF HELP IN MEETING THE EDUCATIONAL CRISIS OF TODAY, BUT IT IS DIFFICULT TO FIND SYSTEMS WHICH REACHED THE POTENTIAL DEMONSTRATED IN PILOT EFFORTS. SOME OF THE MORE OBVIOUS REASONS FOR THE FAILURES IN EDUCATIONAL TECHNOLOGY ARE THESE: THERE IS RESEARCH BUT NOT DEVELOPMENT, EQUIPMENT BUT NO MATERIALS, A MARKET BUT NO CUSTOMER, MONEY BUT NOT ENOUGH, PROGRAMS BUT NO SYSTEMS, AND THERE IS THE BELIEF OF EDUCATORS THAT TEACHERS SHOULD HAVE AUTONOMY. QUESTIONS THAT REPRESENT AN APPROACH TO COST EFFECTIVENESS IN THE USE OF EDUCATIONAL MEDIA ARE THESE: ALL THINGS BEING EQUAL, WHAT DOES IT COST? WHAT CAN I BUY FOR A SMALL INCREMENT IN COST? WHAT IS THE CRITICAL MASS NECESSARY TO PRODUCE EDUCATIONAL RESULTS? CAN I FIND OTHERS TO SHARE THE COST? CAN THE RULES BE REWRITTEN SO THAT THE PRICE IS RIGHT?

ED045097 LI002228
INFORMATION SYSTEM DESIGN METHODOLOGY BASED ON PERT/CPM NETWORKING AND OPTIMIZATION TECHNIQUES. 70, 230P.
DOCUMENT NOT AVAILABLE FROM EDRS.

THE DISSERTATION ATTEMPTS TO DEMONSTRATE THAT THE PROGRAM EVALUATION AND REVIEW TECHNIQUE (PERT)/CRITICAL PATH METHOD (CPM) OR SOME MODIFIED VERSION THEREOF CAN BE DEVELOPED INTO AN INFORMATION SYSTEM DESIGN METHODOLOGY. THE METHODOLOGY UTILIZES PERT/CPM WHICH ISOLATES THE BASIC FUNCTIONAL UNITS OF A SYSTEM AND SETS THEM IN A DYNAMIC TIME/COST PRECEDENCE AND DEPENDENCY INTERRELATIONSHIP NETWORK. TO MONITOR THE INTERNAL ACTIVITY OF THE BASIC FUNCTIONAL UNITS THE METHODOLOGY APPLIES ASSIGNMENT AND SEQUENCING ALGORITHMS. BY PROVIDING THE MEANS TO CONTROL THE TIME, COST, ASSIGNMENT, AND SEQUENCING OF THE ACTIVITIES OF THE BASIC FUNCTIONAL UNITS IN A CONTINUOUS MANNER, AND A WAY TO NETWORK THEM INTO THE DESIRED SYSTEM, THE METHODOLOGY FULFILLS THE NEED FOR A CONTINUOUS MONITORING INFORMATION SYSTEM DESIGN METHODOLOGY. AN INTERACTIVE MODE PERT COMPUTER PROGRAM WAS WRITTEN IN PIL/L WHICH RUNS ON THE IBM 360/50 PITT TIME SHARING SYSTEM USING THE 2741 TERMINAL. (AUTHOR)

ED045113 LI002254
DEVELOPMENT AND HISTORY OF THE CONCEPT OF PPB. 68, 22P.

PROGRAM BUDGETING IS AN EXTENSION AND REFINEMENT OF BUDGETING PROCESSES DEVELOPED DURING THE LAST HALF CENTURY. THE PURPOSE OF THIS PAPER IS TO INVESTIGATE THE THEORY, PHILOSOPHY, AND TECHNIQUES OF THIS NEW PROCESS, AND TO DEVELOP A CONCEPTUAL FRAMEWORK FOR ITS USE. AN ACCOUNT OF THE HISTORICAL DEVELOPMENT OF PLANNING PROGRAMMING BUDGETING SYSTEMS (PPBS) IS FOLLOWED BY A DESCRIPTION OF ITS CONCEPTUAL FRAMEWORK WHICH INCLUDES A LIST OF PROGRAM BUDGETING PROCEDURES. SECTION IV OF THE PAPER CONCERNS THE MEASUREMENT OF PHYSICAL PERFORMANCE

ED045114 LI002255
THE IMPORTANCE OF PPB TO LIBRARIES. 68, 26P.

THIS PRESENTATION IS INTENDED TO FAMILIARIZE THE AUDIENCE WITH THE PLANNING PROGRAMMING BUDGETING SYSTEM (PPBS) IN ITS ENTIRETY. SOME ILLUSTRATIVE EXAMPLES OF THE SYSTEM'S OUTPUTS ARE DEMONSTRATED TO CONVEY THEIR UTILITY FOR HIGHEST LEVEL PROGRAM AND RESOURCE DECISIONS. PPBS WAS ORIGINATED BY THE DEPARTMENT OF DEFENSE TO COVER ALL OF THE ACTIVITIES AND RESOURCE APPLICATIONS OF ALL THE ARMED SERVICES. IN 1965, PPBS WAS ADOPTED IN THE CIVIL SECTOR OF THE FEDERAL GOVERNMENT. SINCE 1965, INTEREST IN AND ADOPTION OF PPBS HAS SPREAD BEYOND THE FEDERAL GOVERNMENT AND NOW ALSO INCLUDES THE LIBRARY COMMUNITY. IT IS HOPED THIS PRESENTATION WILL: (1) INCREASE THE EFFECTIVENESS OF THE WORK OF THE LIBRARY COMMUNITY, (2) HELP DEFINE PRECISELY WHAT ROLE THE LIBRARY SHOULD PLAY WITHIN THE EXISTING PLETHORA OF INFORMATION CENTERS, (3) HELP LIBRARIANS VISUALIZE THE POTENTIAL UTILITY OF PPBS TO ENABLE LIBRARIES TO PARTICIPATE MORE EFFECTIVELY IN DECISIONS AFFECTING THEIR CONTRIBUTIONS TO THEIR ESTABLISHMENTS AND (4) ENCOURAGE LIBRARIANS TO EXPLORE PPBS FURTHER AND TAKE STEPS TOWARD PPBS TRAINING, DEVELOPMENT, AND APPLICATION AS APPROPRIATE IN THEIR RESPECTIVE ENVIRONMENTS. (NH)

ED045115 LI002256
THE DIFFERENCE BETWEEN CONVENTIONAL BUDGETING AND PPB. 68, 12P.

THE ARCHITECTS OF PUBLIC RESOURCE ALLOCATION SYSTEMS HAVE PUT FORTH PLANNING PROGRAMMING BUDGETING SYSTEMS (PPBS) AS A MORE RATIONAL METHOD OF MANAGING THE FEDERAL ESTABLISHMENT BECAUSE PPBS ALLOWS IDENTIFICATION OF GOVERNMENTAL OBJECTIVES AND REDUCES THE OPPORTUNITY FOR PERPETUATION OF AN ENTERPRISE WHICH MAY NO LONGER BE NECESSARY. ADVANTAGES OF PPBS OTHER THAN CONVENTIONAL BUDGETING ARE DISCUSSED, SUCH AS A MEANS TO GIVE THE CONCERNED DECISION MAKER A BETTER WAY TO MEET HIS RESPONSIBILITIES. (AB)

ED045117 LI002258
APPLICATION OF PPB TO CERTAIN FEDERAL PROGRAMS. 68, 14P.

THE APPLICATION OF PLANNING PROGRAMMING BUDGETING SYSTEMS (PPBS) TECHNIQUES TO DECISION MAKING AND RESOURCE ALLOCATION PRACTICES HAS BEEN UTILIZED BY FEDERAL CIVILIAN AGENCIES UNDER PRESIDENTIAL DIRECTIVE SINCE 1965. THE APPLICATION OF PPBS BY THE DEPARTMENT OF HEALTH, EDUCATION AND WELFARE IS DISCUSSED AND EXPERIMENTATION BY THE STATE DEPARTMENT IS MENTIONED. ONE APPLICATION OF PPBS BY LIBRARIES, THAT OF THE DEPARTMENT OF INTERIOR LIBRARIES, TO MEET NATIONAL NEEDS FOR LIBRARY SERVICE IN THE NATURAL RESOURCES FIELD, PACKAGED A VARIETY OF FACTORS ESSENTIAL TO SUPPORT HIGH-LEVEL DECISION MAKING. A BIBLIOGRAPHY OF 17 ITEMS RELATING TO GOVERNMENT WORK ON PPBS IS APPENDED. (AB)

ED045119 LI002260
PROJECTING PROGRAM COST OVER AN ADEQUATE TIME HORIZON. 68, 18P.
HC NOT AVAILABLE FROM EDRS.

PLANNING PROGRAMMING BUDGETING SYSTEMS INVOLVE THE INTRODUCTION OF THREE MAJOR OPERATIONAL CONCEPTS. FIRST, THE DEVELOPMENT OF AN ANALYTICAL CAPABILITY TO EXAMINE IN DEPTH BOTH AGENCY OBJECTIVES AND THE VARIOUS PROGRAMS TO MEET THESE OBJECTIVES. SECOND, THE FORMATION OF A FIVE-YEAR PLANNING AND PROGRAMMING PROCESS COMBINED WITH A SOPHISTICATED MANAGEMENT INFORMATION SYSTEM. THIRD, THE CREATION OF AN IMPROVED BUDGETING MECHANISM WHICH CAN TAKE BROAD PROGRAM DECISIONS, TRANSLATE THEM INTO REFINED BUDGETARY DECISIONS, AND PRESENT THE RESULTS FOR ACTION. IN THIS WAY, BROAD GOALS ARE REDUCED TO SPECIFIC PROGRAM OPERATIONS AND THE MOST ECONOMICAL METHODS OF CARRYING THEM OUT ARE IDENTIFIED. THE FOLLOWING FOUR MAJOR STEPS ARE NEEDED TO ACCOMPLISH THIS TASK: (1) IDENTIFY LIBRARY GOALS, (2) RELATE BROAD GOALS TO SPECIFIC PROGRAMS, (3) RELATE PROGRAMS TO RESOURCE REQUIREMENTS AND (4) RELATE RESOURCE INPUTS TO BUDGET DOLLARS. SIXTEEN BUDGETING FORMS ARE PRESENTED AND THEY PROCEED IN ORDER FROM CONVENTIONAL-TYPE BUDGETS WHICH ARE TRADITIONAL ACCOUNTING OR FIDUCIARY BUDGETS TO SEMI-CONVENTIONAL AND PROGRAM BUDGETS. [NOT AVAILABLE IN HARD COPY DUE TO MARGINAL LEGIBILITY OF ORIGINAL DOCUMENT.] (MF)

ED045120 LI002261
MEASURING LIBRARY COSTS. 68, 13P.

BASED ON THE PREMISE THAT COST MEASUREMENT FOR A LIBRARY CAN BE PERFORMED IN THE SAME MANNER AS FOR AN INDUSTRIAL ORGANIZATION, THIS PAPER PRESENTS A HYPOTHETICAL COST DETERMINATION PROBLEM OF A SMALL COMPANY WHICH PRODUCES BRICKS. A SUMMARY OF THE FIVE STEPS TAKEN TO DEVELOP THE VARIOUS COST FIGURES ARE: (1) ASSIGN ALL COST ITEMS TO THE APPROPRIATE DEPARTMENTS, AND TO FUNCTIONS WITHIN THE DEPARTMENTS IF NECESSARY. THE TOTAL OF THESE COSTS FOR EACH DEPARTMENT CONSTITUTES THE "DIRECT COSTS" FOR THAT DEPARTMENT. (2) STUDY THE RELATIONSHIPS AMONG THE VARIOUS DEPARTMENTS TO REACH A CONCLUSION ABOUT THE ORDER OF ALLOCATION TO DEPARTMENTS. (3) IDENTIFY A MEANINGFUL MEASURE OF OUTPUT OF THE "SERVICE" DEPARTMENTS IN OPERATIONAL TERMS. THIS MEASURE IS CALLED THE ALLOCATION BASIS. (4) PERFORM THE NECESSARY STEP-BY-STEP ALLOCATION COMPUTATIONS TO DETERMINE THE FULL COSTS OF THE "PRODUCING" DEPARTMENTS. (5) DETERMINE ANY UNIT-COST FIGURES DESIRED BY DIVIDING THE FULL COSTS BY THE OUTPUT OF THE "PRODUCING" DEPARTMENTS. (MF)

ED045123 LI002264
INFLUENCE OF PPB ON CAPITAL BUDGETING. 68, 21P.

THIS TALK IS DIVIDED INTO TWO PARTS: PART ONE COVERS PLANNING, PROGRAMMING AND BUDGETING FOR CAPITAL PROGRAMS. PART TWO IS A BRIEF DESCRIPTION OF THE COHO SALMON PROGRAM AND HOW PROGRAM PLANNING AND BUDGETING IN BOTH THE OPERATION PROGRAM AND THE CAPITAL PHASE WAS USED TO DEVELOP THE SALMON FISHING INDUSTRY IN MICHIGAN. THE PLANNING PROCESS CONSISTS OF TEN STEPS: (1) THE IDENTIFICATION OF NEEDS, (2) THE IDENTIFICATION OF BROAD OBJECTIVES, (3) STANDARDS WHICH WILL APPLY GENERALLY TO ALL CAPITAL IMPROVEMENTS, (4) THE CONSIDERATION OF ALTERNATIVES, (5) THE COMPARISON OF THE ALTERNATIVES, (6) THE SELECTION OF THE PREFERRED ALTERNATIVE, (7) THE ALLOCATION OF THE STATE'S RESOURCES, (8) THE FISCAL PLAN FOR THE GOVERNMENTAL UNIT, (9) THE ECONOMIC

CONDITIONS OF THE COMMUNITY AND (10) POLITICAL PRIORITIES. THE FOCUS OF THE PROGRAMMING PHASE IS ON THE RESOURCES NEEDED. TWO IMPORTANT ITEMS IN THE PROGRAMMING PHASE ARE: (1) THE QUESTION OF INCREMENTAL DEVELOPMENT OF A CAPITAL COMPLEX AND (2) THE WHOLE PROBLEM OF TIME PHASING OF A CAPITAL PROJECT. DESIGN PREPARATION IS DIVIDED INTO THREE STEPS: (1) SCHEMATIC DRAWINGS, (2) PRELIMINARY PLANS AND (3) FINAL PLANS AND DRAWINGS. THE BUDGET SHOULD CONTAIN A SERIES OF ANALYTICAL SUPPORT DOCUMENTS CONTAINING (1) THE ECONOMIC AND FINANCIAL CONSIDERATIONS USED IN MAKING THE DECISION, (2) THE REASONS FOR THE TIME PHASING AND (3) DISCUSSION OF THE ALTERNATIVES. (NH)

ED045125 LI002266
PPB AS A TOOL IN LEGISLATIVE PLANNING. 68, 16P.

THIS TALK BEGINS WITH A BRIEF COMMENT ON SOME OF THE RESPONSIBILITIES OF THE UNITED STATES GENERAL ACCOUNTING OFFICE (GAO) TO CLARIFY WHY IT IS INTERESTED IN PLANNING PROGRAMMING BUDGETING (PPB). THE DISCUSSION OF PPB AS A TOOL FOR LEGISLATIVE PLANNING IS STARTED BY REVIEWING THE RECENT CONGRESSIONAL HEARINGS ON THE SUBJECT INCLUDING A SUMMARY OF THE COMPTROLLER GENERAL'S STATEMENTS. THIS IS FOLLOWED BY AN ACCOUNT OF THE HISTORICAL ANTECEDENTS OF PPB AND RELATED DEVELOPMENTS. THE ROLE OF GAO IS DESCRIBED AS BEING BROADER THAN THE SPECIFIC INTERESTS OF MOST CONGRESSIONAL COMMITTEES. THE GROWING INTEREST OF CONGRESS IN ANALYSIS AND INFORMATION SYSTEMS IS INDICATED BY SEVERAL RECENT PROPOSALS INTRODUCED IN BOTH HOUSES WHICH ARE DIRECTED TO THIS MATTER. ECONOMIC OPPORTUNITY PROGRAMS ARE INVESTIGATED AND A SURVEY OF PPB IN THE EXECUTIVE BRANCH IS PRESENTED. IT IS CONCLUDED THAT THE INTEREST EXPRESSED BY THE CONGRESS IN IMPROVED PROGRAM REVIEW AND ANALYSIS HAS BEEN REPRESENTATIVE OF BOTH OLDER AND NEWER MEMBERS AND ALSO HAS BEEN REPRESENTATIVE OF BOTH PARTIES. THE TALK IS CLOSED WITH A FEW REMARKS ABOUT THE INFORMATION SYSTEMS ASPECT OF THIS WHOLE SUBJECT. (NH)

ED045126 LI002267
COST UTILITY ANALYSIS APPLIED TO LIBRARY BUDGETING. 68, 15P.

COST UTILITY ANALYSIS (CUA) IS, BASICALLY, AN ADMINISTRATIVE TOOL TO BE USED IN SITUATIONS WHERE MAKING A CHOICE AMONG MEANINGFUL PROGRAMS IS NECESSARY. IT DOES NOT REPLACE THE ADMINISTRATOR, BUT CAN PROVIDE A SIGNIFICANT SOURCE OF DATA FOR THE DECISION MAKER. CUA CAN BE A GUIDE TO THE SELECTION OF AN OPTIMAL PROGRAM IN TERMS OF AVAILABLE FUNDS, PERSONNEL, AND FACILITIES SO THAT THE BEST ALLOCATION OF RESOURCES AT YOUR DISPOSAL CAN BE MADE. IT IS ANOTHER ATTEMPT TO RELATE THE RESOURCES OR FUNDS TO THE GOALS OR OBJECTIVES OF AN ORGANIZATION. HOWEVER, IN CUA, THE EMPHASIS IS ON QUANTIFICATION AND PRECISE MEASURES, AND DRAWS UPON THE ANALYTICAL TOOLS OF MANY DISCIPLINES, SUCH AS MATHEMATICS, OPERATIONS RESEARCH, AND COMPUTER SCIENCE. THE LIMITATIONS AND DISADVANTAGES OF CUA ARE SUMMARIZED. IN SPITE OF THE PROBLEMS AND LIMITATIONS OF THE CUA ASPECT OF PPBS, IT CAN BE EXTREMELY VALUABLE WHEN USED PROPERLY. THE RESULTS OF ANY ANALYSIS CAN ONLY BE AS RELIABLE AS THE DATA ON WHICH THE SYSTEM IS BASED. (NH)

ED045127 LI002268
APPLICATION OF PPB ON STATE AND LOCAL LEVELS. 68, 11P.

THE PURPOSE OF THIS ESSAY IS TO DISCUSS SOME OF THE PRACTICAL ASPECTS OF GETTING SYSTEMS ANALYSIS DONE AS A WAY OF GETTING DECISIONS MADE

ED045161 LI002379
THE BIBLIOGRAPHICAL CENTER FOR RESEARCH, ROCKY MOUNTAIN REGIONS, INC.: A COST STUDY OF THE CENTER'S PRESENT OPERATIONS. MAIER, JOAN M.; AND OTHERS, 69, 89P.

THIS COST STUDY ANALYZES THE OPERATING COSTS OF THE BIBLIOGRAPHICAL CENTER SO THAT THE CENTER CAN ADOPT THE BEST POSSIBLE COMBINATION OF PROCEDURES WITH WHICH TO ACHIEVE ITS SERVICE OBJECTIVES AT THE LOWEST POSSIBLE COST TO ITS MEMBERS. THIS STUDY PROVIDES DATA, UPON WHICH A FEE SCHEDULE CAN BE BASED, THAT IS DERIVED FROM THE FORM OF THE INPUT AND OUTPUT IN REQUEST HANDLING AND THE TYPE AND DEGREE OF SERVICE REQUIRED PER REQUEST.

ED045200 PS004012
FINAL REPORT ON PRESCHOOL EDUCATION TO OHIO DEPARTMENT OF EDUCATION. SEP 69, 120P.

THE OBJECTIVES OF THIS REPORT ARE TO DETERMINE WHETHER THERE IS A NEED TO ESTABLISH A STATEWIDE POLICY OF EARLY EDUCATION IN OHIO, TO DEFINE WHAT PRIORITIES ARE IMPLIED BY SUCH A NEED, AND TO SUGGEST RELEVANT RECOMMENDATIONS FOR THE ESTABLISHMENT OF A POLICY, IF NEEDED. SIXTEEN CHAPTERS (NINE-TENTHS) OF THIS REPORT PRESENT INFORMATION FROM RESEARCH LITERATURE ON THE DEVELOPMENT OF ABILITIES OR SKILLS OF YOUNG CHILDREN NECESSARY FOR SCHOOL ACHIEVEMENT. THE EFFECTS OF ENVIRONMENTAL DEPRIVATION ON LEARNING ARE ALSO DISCUSSED. THE REPORT URGES THAT OHIO ESTABLISH A POLICY IN EARLY EDUCATION TO ASSURE QUALITY PRESCHOOL AND KINDERGARTEN PROGRAMS FOR CHILDREN IN POVERTY-DEPRESSED AREAS. SPECIFIC RECOMMENDATIONS ARE MADE FOR CURRICULAR CONTENT, TEACHER TRAINING, WELFARE SERVICES, ADMINISTRATION, AND WORK IN CONJUNCTION WITH EXISTING AND NEEDED LEGISLATION. BIBLIOGRAPHIC REFERENCES ARE GIVEN. THREE APPENDIXES CONTAIN DATA ON (A) ESTIMATES OF CHILDREN BY AGE FOR OHIO COUNTIES, (B) TECHNICAL PROCEDURES FOR PROJECTING CHILDREN BY AGE FOR OHIO COUNTIES, AND (C) STATE REGULATIONS FOR KINDERGARTEN AS REPORTED IN A NATIONAL SURVEY. (WY)

ED045212 PS004196
SANTA MONICA CHILDREN'S CENTERS, SANTA MONICA, CALIFORNIA: LOW-COST DAY CARE FACILITIES FOR CHILDREN OF WORKING MOTHERS MADE AVAILABLE THROUGH THE COOPERATION OF THE CALIFORNIA STATE GOVERNMENT AND LOCAL SCHOOL DISTRICT. MODEL PROGRAMS--CHILDHOOD EDUCATION. 70, 21P.
HC NOT AVAILABLE FROM EDRS.

TWO OF THE FOUR SANTA MONICA CHILDREN'S CENTERS ARE NURSERY SCHOOLS FOR CHILDREN AGED 3 TO 5

ED045221 PS004205
TACOMA PUBLIC SCHOOLS EARLY CHILDHOOD PROGRAM, TACOMA, WASHINGTON: COMBINED LOCAL, STATE, AND FEDERAL FUNDS SUPPORT A LARGE-SCALE EARLY CHILDHOOD PROGRAM IN THE PUBLIC SCHOOLS. MODEL PROGRAMS--CHILDHOOD EDUCATION. 70, 18P.
HC NOT AVAILABLE FROM EDRS.

THE TACOMA PUBLIC SCHOOLS EARLY CHILDHOOD PROGRAM IS A COMPREHENSIVE EFFORT TO GIVE ECONOMICALLY DISADVANTAGED CHILDREN AN EARLY EDUCATION PROGRAM WHICH WILL HAVE CONTINUITY AND LONG-RANGE EFFECTIVENESS. INVOLVING 5 YEARS OF EDUCATION (3-YEAR-OLDS THROUGH GRADE 3), THE PROGRAM USES THE RESPONSIVE ENVIRONMENT MODEL, WHICH HAS AS ITS OBJECTIVES THE DEVELOPMENT OF THE CHILD'S POSITIVE SELF-IMAGE AND HIS INTELLECTUAL ABILITY. SOURCES OF MORE DETAILED INFORMATION ARE PROVIDED FOR THIS PROGRAM, SPECIFICALLY, AND FOR MODEL PROGRAMS CHILDHOOD EDUCATION, IN GENERAL. (AUTHOR/NH)

ED045228 RC004835
COMMITTEE REPORT ON OUTDOOR EDUCATION FOR INNER-CITY SCHOOLS OF THE COUNCIL ON OUTDOOR EDUCATION AND CAMPING. 7 APR 70, 9P.

A STATE-BY-STATE LISTING OF THE APPROVED ELEMENTARY AND SECONDARY EDUCATION ACT TITLE I OUTDOOR EDUCATION PROGRAMS FOR INNER-CITY SCHOOLS, SOURCES FOR ADDITIONAL INFORMATION, AND 1- OR 2-SENTENCE COMMENTS ABOUT THE PROGRAMS ARE FOUND IN THIS COMMITTEE REPORT. THE FINAL PAGE LISTS THOSE PROGRAMS CARRIED ON IN THE VARIOUS STATES THAT ARE NOT FUNDED BY TITLE I, AND INCLUDES ADDITIONAL SOURCE INFORMATION. (LS)

ED045230 RC004840
INDIAN EDUCATION. ANNUAL REPORT 1968-1969. 69, 51P.

COMPENSATORY EDUCATION PROGRAMS FUNDED BY JOHNSON-O'MALLEY CATEGORICAL AID MONIES ARE DESCRIBED IN THIS ANNUAL REPORT ON AMERICAN INDIAN EDUCATION IN THE STATE OF WASHINGTON. FUNDS WERE ALLOCATED TO SCHOOL DISTRICTS ON THE BASIS OF NEED AND MERIT OF PROPOSED PROGRAMS. PROGRAMS FUNDED PROVIDED FOOD SERVICES, HOME VISITORS AND COUNSELORS, TEACHER AND LIBRARY AIDES, TUTORING, INDIVIDUALIZED INSTRUCTION, FIELD TRIPS, AND TEACHER TRAINING. ENROLLMENT STATISTICS, A 1968-69 BUDGET ANALYSIS, AND THE 1969-70 BUDGET REQUEST ARE PRESENTED. AN EVALUATION REPORT OF A CONFERENCE ON AMERICAN INDIAN EDUCATION FOR TEACHERS, PRINCIPALS, AND COUNSELORS IS ALSO INCLUDED. (JH)

ED045328 RE003222
MODEL PROGRAMS: CHILDHOOD EDUCATION. INTERDEPENDENT LEARNER MODEL OF A FOLLOW THROUGH PROGRAM. 70, 19P.
HC NOT AVAILABLE FROM EDRS.

IN ORDER TO INSURE MAXIMUM SUCCESS OF THE SCHOOL'S HEAD START PROGRAM, PARENTS AND TEACHERS ASSOCIATED WITH A PUBLIC SCHOOL IN HARLEM CHOSE A PROGRAM BASED ON THE INTERDEPENDENT LEARNER MODEL FOLLOW THROUGH PROGRAM ORIGINATED AT NEW YORK UNIVERSITY. THE FEDERALLY FUNDED PROGRAM WAS INTRODUCED INTO KINDERGARTEN AND FIRST-GRADE CLASSROOMS AND CONCENTRATED ON DIRECT READING INSTRUCTION BASED ON SOUND PATTERNS AND SUPPLEMENTED BY USE OF THE TALKING TYPEWRITER. ORIGINALLY THE PROGRAM SERVED OVER 300 CHILDREN, AND EXPANSION INTO SECOND GRADE HAS INCREASED THIS NUMBER. TEACHERS ARE AIDED BY TWO PARAPROFESSIONALS PER CLASSROOM AND BY ADDITIONAL PARENT VOLUNTEERS. THE ADULTS WORK WITH INDIVIDUAL CHILDREN USING A PREDESIGNED SYSTEM WITH HIGHLY STRUCTURED DIRECTIONS AND RESPONSES TO TEACH READING SKILLS. GAMES SUPPLEMENT THIS ACTIVITY, AND CHILDREN ARE URGED TO WORK WITH OTHER CHILDREN IN ORDER TO INCREASE INTERDEPENDENCE WITH PEERS WHILE LESSENING DEPENDENCE ON ADULTS. EVALUATION AFTER 1 YEAR OF OPERATION SHOWED SIGNIFICANTLY BETTER READERS AMONG THE FOLLOW THROUGH STUDENTS THAN AMONG OTHER FIRST GRADERS. (MS)

ED045330 RE003224
MODEL PROGRAMS: CHILDHOOD EDUCATION. EXEMPLARY CENTER FOR READING INSTRUCTION. 70, 22P.
HC NOT AVAILABLE FROM EDRS.

BEGUN AS A REMEDIAL READING CENTER WITH ESEA TITLE III FUNDS, THE EXEMPLARY CENTER FOR READING INSTRUCTION (ECRI) HAS DEVELOPED INTO A READING RESOURCE CENTER WITH REMEDIAL, TEACHER TRAINING, RESEARCH, AND INFORMATION SERVICE PROGRAMS. EMPHASIS IS ON PREPARING TEACHERS TO WORK WITH DISABLED READERS AND ON RESEARCH IN REMEDIAL READING. ALTHOUGH IT WAS ORIGINALLY DESIGNED TO SERVE ONE SCHOOL DISTRICT, THE ECRI HAS EXPANDED ITS ACTIVITIES OVER EIGHT ROCKY

MOUNTAIN STATES AND IS STAFFED BY 12 PERSONS INCLUDING TEACHERS, A LIBRARIAN, AND A UNIVERSITY OF UTAH COORDINATOR. CHILDREN ADMITTED TO THE CENTER RECEIVE CAREFUL DIAGNOSIS, ARE REFERRED TO OUTSIDE SPECIALISTS AS NEEDED, AND ARE GIVEN INDIVIDUALLY PRESCRIBED REMEDIAL PROGRAMS. DEMONSTRATION CLASSES AND INSERVICE WORKSHOPS EMPHASIZE PREPARATION OF TEACHERS TO OVERCOME READING DISABILITIES IN CLASSROOM AND CLINIC SITUATIONS. SPECIAL PROGRAMS OFFERED IN COOPERATION WITH THE UNIVERSITY OF UTAH ARE AIMED AT EXTENDING KNOWLEDGE OF READING INSTRUCTION TO READING SPECIALISTS IN A WIDER AREA THAN COULD OTHERWISE BE REACHED. PARENT PROGRAMS ACQUAINT PARENTS WITH THEIR CHILDREN'S DIFFICULTIES AND REMEDIAL LESSONS AND PREPARE THEM TO EXTEND CENTER ACTIVITIES INTO THE HOME. RESEARCH CONDUCTED AT THE CENTER HAS PROVIDED EVIDENCE OF PROGRAM SUCCESS AND IS DISSEMINATED THROUGH THE CENTER LIBRARY. (MS)

ED045332 RE003226
MODEL CITIES: GUARANTEED READING ACHIEVEMENT. NOV 70, 118P.

AS PART OF THE CHICAGO MODEL CITIES READING PROJECT, THE CHICAGO BOARD OF EDUCATION PLANS TO CONDUCT A PERFORMANCE-CONTRACT READING PROGRAM. THE PRIMARY OBJECTIVE IS TO RAISE THE COMPOSITE READING VOCABULARY AND COMPREHENSIVE SKILLS OF EACH PUPIL IN THE PROGRAM, AS MEASURED BY A STANDARDIZED READING TEST, BY MORE THAN ONE GRADE LEVEL EQUIVALENT DURING EACH SCHOOL YEAR OF PERFORMANCE-CONTRACT INSTRUCTION. FULFILLING THIS OBJECTIVE WILL BE THE ONLY BASIS FOR REIMBURSEMENT TO THE INSTRUCTIONAL CONTRACTOR. APPROXIMATELY 700 KINDERGARTEN AND PRIMARY-GRADE CHILDREN AND 1,100 INTERMEDIATE-GRADE PUPILS LOCATED IN TEN INNER CITY ELEMENTARY SCHOOLS WILL SERVE AS SUBJECTS. THE PROPOSED INSTRUCTION WILL CONSIST OF 1 HOUR PER DAY IN SPECIAL LABORATORIES, AND WILL BEGIN IN MARCH 1971 AND CONTINUE DURING THE SCHOOL YEAR THROUGH FEBRUARY 1972. INCLUDED IN THIS DOCUMENT ARE THE FOLLOWING: THE PROJECT DESCRIPTION, THE REQUEST FOR PROPOSALS, A DESCRIPTION OF THE POPULATION SELECTION AND CHARACTERISTICS, AND THE PROPOSAL FORMAT AND EVALUATION CRITERIA. TABLES AND CHARTS ARE INCLUDED. (DE)

ED045464 SO000203
CHANGES IN AMERICAN EDUCATION AND THEIR IMPLICATION FOR CHURCH-STATE RELATIONS. 67, 17P.

SINCE THE SCHOOLS REFLECT AND FOLLOW SOCIAL CHANGE, CHANGES IN SCHOOLS CAN BE EXAMINED BY FIRST LOOKING AT SOCIETAL CHANGES.

ED045489 SO000371
PROGRAMS FOR IMPROVING ELEMENTARY AND SECONDARY SCHOOL EDUCATION IN THE SOCIAL SCIENCES, 1970. 70, 12P.

THIS PAMPHLET IS A DIRECTORY OF PROJECTS SUPPORTED BY THE DIVISION OF PRE-COLLEGE EDUCATION IN SCIENCE, NATIONAL SCIENCE FOUNDATION (NSF), FISCAL YEAR 1970. PROGRAMS ARE LISTED IN FOUR CATEGORIES: 1) CURRICULUM ACTIVITIES: CURRICULUM DEVELOPMENT PROJECTS

ED045601 SP004535
ADVANCING EDUCATION THROUGH: RESEARCH, DEVELOPMENT, DEMONSTRATION, DISSEMINATION, TRAINING. ANNUAL REPORT, FISCAL YEAR 1969. MAY 70, 70P.
HC NOT AVAILABLE FROM EDRS.

THIS DOCUMENT IS THE ANNUAL REPORT ON THE EDUCATIONAL RESEARCH AND RESEARCH-RELATED ACTIVITIES CARRIED OUT PURSUANT TO THE AUTHORIZATIONS OF THE COOPERATIVE RESEARCH ACT FOR THE FISCAL YEAR ENDING JUNE 30, 1969. THE MASTER FOCUS OF THE REPORT IS ON THE EDUCATIONAL RESEARCH, SURVEYS, AND DEMONSTRATIONS, THE INFORMATION DISSEMINATION ACTIVITIES, AND THE RESEARCH TRAINING RECEIVING COOPERATIVE RESEARCH SUPPORT ADMINISTERED BY THE NATIONAL CENTER FOR EDUCATIONAL RESEARCH AND DEVELOPMENT, OFFICE OF EDUCATION. TO PLACE THESE ACTIVITIES WITHIN THE CONTEXT OF THE OFFICE'S SUPPORT FOR EDUCATIONAL RESEARCH, THE REPORT ALSO INCLUDES GENERAL INFORMATION ABOUT ACTIVITIES FUNDED UNDER OTHER AUTHORIZATIONS FOR RESEARCH AND RELATED ACTIVITIES. THE ACTIVITIES DISCUSSED ARE SUBSUMED UNDER TWO MAIN HEADINGS: 1) MAJOR CONTINUATION PROGRAMS AND 2) PROJECTS IN SPECIFIED AREAS. MAJOR CONTINUING PROGRAMS INCLUDE SUCH ORGANIZATIONS AS THE EDUCATIONAL RESOURCES INFORMATION CENTER AND THE NINE RESEARCH AND DEVELOPMENT CENTERS. PROJECTS IN SPECIFIED AREAS COVER A WIDE RANGE OF TOPICS, FROM EARLY CHILDHOOD EDUCATION TO TEACHER EDUCATION. (RT)

ED045641 TE002128
THE COORDINATOR'S REPORT ON THE ELT PROJECT IN LOS ANGELES: EDUCATIONAL LABORATORY THEATRE PROJECT, 1966-70. FINAL REPORT. 70, 183P.
HC NOT AVAILABLE FROM EDRS.

THIS THIRD OF FOUR VOLUMES OF THE FINAL REPORT ON THE EDUCATIONAL LABORATORY THEATRE (ELT) PROJECT PROVIDES AN ON-THE-SCENE ACCOUNT OF THE PROJECT'S HISTORY AT ITS LOS ANGELES SITE, FROM THE POINT OF VIEW OF THE SCHOOL-SYSTEM PEOPLE INVOLVED. USEFUL TO PLANNERS OF FUTURE CULTURAL PROGRAMS IN ITS PRESENTATION OF THE PRACTICAL DIFFICULTIES OF OPERATING SUCH A PROGRAM IN THE CONTEXT OF A LARGE URBAN SCHOOL SYSTEM, THIS VOLUME RECOUNTS THE PLANNING OF THE PROJECT, DISCUSSES THE FINANCIAL AND CONTRACTUAL ASPECTS OF THE PROJECT, REVIEWS THE CURRICULUM AND INSERVICE EDUCATION PROGRAM, ASSESSES STUDENT AND TEACHER REACTION TO THE PLAYS AND THE PROJECT, AND PROVIDES A STATISTICAL SUMMARY, CONCLUSION, AND SOME RECOMMENDATIONS FOR THE FUTURE. APPENDICES INCLUDE THE 1967-68 AND 1968-69 CONTRACTS BETWEEN THE SCHOOL DISTRICT AND THE INNER CITY CULTURAL CENTER, A SAMPLE POSTER, AND A SUMMARY OF THE SEPTEMBER 22, 1969 ELT MEETING. (SEE ALSO TE 002 126, TE 002 127, AND TE 002 129.) (MF)

ED045642 TE002129
PROFESSIONAL THEATRES AND THE SCHOOLS BARKSDALE, MARY LOUISE; AND OTHERS, SEP 70, 105P.
HC NOT AVAILABLE FROM EDRS.

THIS FINAL VOLUME OF THE REPORT ON THE EDUCATIONAL LABORATORY THEATRE (ELT) PROJECT PROVIDES (1) DETAILED ACCOUNTS OF FOUR ALTERNATIVES TO THE ELT PROJECT, COMPRISING WITH THE ELT "THE MOST AMBITIOUS AND SUCCESSFUL" EDUCATIONAL EFFORTS OF PROFESSIONAL DISCOVERY, THE VANGUARD THEATRE PROJECT IN PITTSBURGH, THE TYRONE GUTHRIE STUDENT RESIDENCY PROGRAM OF THE MINNESOTA THEATRE COMPANY, AND THE ACADEMY THEATRE PROGRAM IN ATLANTA

ED045684 TE002201
REMOVING THE STORM CLOUDS: COOPERATIVE LEADERSHIP TO PROVIDE CONSTRUCTIVE AND VIABLE SOLUTIONS TO CRITICAL PROBLEMS IN EDUCATION. 20 OCT 70, 11P.

CONFUSION IN THE RANKS OF EDUCATORS MUST BE REDUCED. THE PROBLEMS OF INSTRUCTIONAL ARRANGEMENTS, IN-SERVICE TRAINING PROGRAMS, MILITANCY, INSTRUCTIONAL RESOURCES, AND OVERSPECIALIZATION MAY ALL BE MET THROUGH THE COLLECTIVE ACTION OF TEACHERS, SUPERVISORS, AND PRINCIPALS. IN ORDER TO SOLVE THE PROBLEMS FACING SCHOOLS AND SCHOOL DISTRICTS BECAUSE OF CHANGING CULTURAL VALUES, DISTRIBUTION OF FUNDS, AND A CREDIBILITY GAP, SCHOOLS AND EDUCATORS MUST (1) ESTABLISH A COOPERATIVE LEADERSHIP, (2) CLARIFY SCHOOL GOALS, (3) ESTABLISH SPECIFIC PROCEDURES FOR ACHIEVING GOALS, (4) DEFINE APPROPRIATE AMOUNTS OF COMMON AND SPECIALIZED LEARNINGS, (5) ESTABLISH ARTICULATION PATTERNS (LEVEL TO LEVEL AND SUBJECT TO SUBJECT), (6) DEVELOP IN-SERVICE PROGRAMS PECULIAR TO THE LOCAL SYSTEM, AND (7) BECOME COMMUNITY PEOPLE NOT LIMITED TO SCHOOL INTERESTS AND CONTACTS. (DD)

ED045689 TM000117
EVALUATION OF INSTRUCTIONAL TEAMS, 1968-69. BOYLES, MARION P.; AND OTHERS, SEP 69, 39P.

THE EFFECTIVENESS OF THE INSTRUCTIONAL TEAM APPROACH AS OPPOSED TO THE SELF-CONTAINED CLASSROOM APPROACH WAS INVESTIGATED BY THE ATLANTA PUBLIC SCHOOL SYSTEM FROM 1966-1969 (UNDER A FUNDING BY TITLE I, PUBLIC LAW 89-10). THE ACHIEVEMENT LEVELS OF FIRST GRADE AND SEVENTH GRADE PUPILS WERE EVALUATED, USING BOTH TECHNIQUES AT EACH LEVEL. THE INSTRUCTIONAL TEAM WAS THE EXPERIMENTAL UNIT AND THE SELF-CONTAINED CLASSROOM WAS THE CONTROL UNIT. ELEVEN QUESTIONS WERE POSED TO TEST THE HYPOTHESIS THAT THE EXPERIMENTAL UNIT WOULD MAKE AS MUCH PROGRESS OR MORE THAN THE CONTROL UNIT. STAFF ACTIVITIES OF THE INSTRUCTIONAL TEAM, COST EFFECTIVENESS OF BOTH TECHNIQUES, THE TESTING PROCEDURES, AND THE DATA ANALYSES ARE DISCUSSED AND EACH QUESTION IS CONSIDERED IN TERMS OF THE AMASSED STATISTICAL DATA. RESULTS SHOWED THE CONTROL GROUP TO HAVE HAD AN ADVANTAGE DURING THE FIRST YEAR, ALTHOUGH A COMBINATION OF CIRCUMSTANCES MAY HAVE INFLUENCED THE RESULTS. DURING THE SECOND YEAR, THE POSITION WAS REVERSED AND THE TEAM TEACHING TECHNIQUE HAD THE ADVANTAGE. IN THE THIRD YEAR, HOWEVER, NEITHER APPROACH WAS SUPERIOR IN ACHIEVEMENT, BUT THE EXPERIMENTAL GROUP DID SCORE SIGNIFICANTLY HIGHER ON SELF CONCEPTS. (AE)

ED045690 TM000139
THE POLITICS OF EVALUATION: THE CASE OF HEAD START. WILLIAMS, WALTER; EVANS, JOHN W., 14 JUL 69, 27P.

THE HISTORICAL, POLITICAL AND ECONOMIC CLIMATE IN THE MID-1960'S WAS RIPE FOR A HEAD-ON COLLISION BETWEEN TWO CONFLICTING IDEOLOGIES. ON THE ONE HAND, THERE WAS PRESIDENT JOHNSON'S WAR ON POVERTY. THE HEAD START SUMMER PROGRAMS WERE BEGUN IN LATE 1964 AS THE ARCHETYPE OF THE HOPE TO IMPROVE THE LIVES OF THE POOR. ON THE OTHER HAND, WAS THE IMPLEMENTATION OF THE PLANNING, PROGRAMMING, BUDGETING SYSTEM (PPBS) BY THE FEDERAL GOVERNMENT UNDER THE PREMISE THAT THOROUGH ANALYSIS COULD PRODUCE A FLOW OF INFORMATION THAT WOULD GREATLY IMPROVE THE BASIS FOR DECISION MAKING. EVALUATION WAS FUNDAMENTAL TO THE THINKING OF PPBS. THE CLASH BETWEEN METHODOLOGY, POLITICAL FORCES, AND BUREAUCRACY LOOMED FEARFULLY IN THOSE EARLY DAYS. MANY INDIVIDUAL PROJECT EVALUATIONS WERE UNDERTAKEN MAINLY FOCUSING ON THE SUMMER PROGRAMS, ALTHOUGH A NUMBER OF FULL-YEAR PROGRAMS HAD NOW BEEN FUNDED. THIS WAS THE CONTEXT IN WHICH THE WESTINGHOUSE STUDY WAS GIVEN THE TASK OF ASSESSING, IN A REASONABLY SHORT TIME, THE OVERALL EFFECTIVENESS OF THE TOTAL PROGRAM. THE RESULTS CAUSED A GREAT STIR BECAUSE THEY SHOWED THE PROGRAM TO BE "INEFFECTUAL" OVER THE LONG TERM. THE METHODOLOGICAL AND CONCEPTUAL VALIDITY ARE THE EXPLICIT FOCAL POINT OF THE CONTROVERSY. HOWEVER, AFTER REVIEWING THE MAJOR CRITICISM, AN OVERALL ASSESSMENT OF THE METHODOLOGICAL AND CONCEPTUAL BASE INDICATES THAT THE STUDY IS A "RELATIVELY" GOOD ONE AND DOES PROVIDE USEFUL INFORMATION FOR DECISION MAKING. (CK)

ED045728 TM000315
AN ANALYSIS OF SYSTEMS APPLICATIONS IN EDUCATION. LANDIS, DANIEL; AND OTHERS, 70, 15P.

THE LEAST UNDERSTOOD OF COMPLEX SYSTEMS IS THAT WHICH PRODUCES EDUCATED PEOPLE. SUPERFICIALLY, MANY KEY ELEMENTS OF A MANUFACTURING ORGANIZATION ARE PART OF THE SYSTEM: A PRODUCT, PRODUCT TOLERANCE LIMITS, METHODS FOR ASSESSING PRODUCT DEVIATION, AND A FEEDBACK SYSTEM FOR MAKING COMPENSATORY ADJUSTMENTS. IN LAYMAN'S TERMS THESE ELEMENTS ARE: EDUCATED YOUTH, EDUCATIONAL GOALS OR OBJECTIVES, PERFORMANCE TESTS, AND A REPORTING SYSTEM. THEIR EXISTENCE HAS LED TO AN ATTEMPT AT APPLYING A WHOLESALE SYSTEMS FRAMEWORK TO EDUCATION WITH MIXED RESULTS. REASONS FOR THE LACK OF SUCCESS IN THIS ATTEMPT IS ANALYSED IN THIS STUDY. IT IS SUGGESTED THAT SYSTEM ANALYSTS, RATHER THAN MODELING THE TOTAL SYSTEM, SHOULD FOCUS ON THOSE ASPECTS OF EDUCATION WHICH CAN BE SYSTEMATIZED. SUCH ASPECTS ARE: RESOURCE ALLOCATION, SCHEDULING, PREDICTION SYSTEMS (RESEARCH AND EVALUATION), AND DATA BANK SYSTEMS. IT IS THEORIZED THAT TWO CONDITIONS MUST BE MET TO ENABLE A SYSTEMS APPROACH TO BE SUCCESSFUL IN AN EDUCATIONAL APPLICATION: (1) THE DESIGNERS MUST EXHIBIT A FINE SENSITIVITY TO THE FACT THAT SCHOOLS ARE POLITICAL ENTITIES, AND (2) THE SYSTEM MUST BE FOCUSED AT THE LEVEL OF THE INDIVIDUAL STUDENT. THE IMPLICATIONS OF THESE ASSUMPTIONS ARE DISCUSSED. (AUTHOR)

ED045733 TM000324
MICHIGAN ASSESSMENT PROGRAM 1969-70: LOCAL DISTRICT REPORT 70, 58P.

THE MICHIGAN ASSESSMENT PROGRAM WAS INITIATED BY THE STATE BOARD OF EDUCATION IN AN EFFORT TO PROVIDE EDUCATORS WITH INFORMATION WHICH WOULD FACILITATE THE DECISION-MAKING PROCESS IN RELATION TO EDUCATIONAL CHANGE AND IMPROVEMENT. THE PROGRAM WAS DESIGNED TO GATHER DATA ON THE LEVELS AND GEOGRAPHIC DISTRIBUTION OF PERFORMANCE FACTORS AND TO PROVIDE LOCAL SCHOOL DISTRICT OFFICIALS WITH INFORMATION REGARDING SCHOOLS WITHIN THEIR DISTRICTS. IMPLEMENTATION OF THIS ASSESSMENT PROCEDURE WOULD ENABLE LOCAL SCHOOL DISTRICT OFFICIALS TO CONSTRUCT EDUCATIONAL PROFILES, PROVIDING A BASIS FOR COMPARISON WITH OTHER STATE DISTRICTS WHILE EMPHASIZING LEVELS OF EDUCATIONAL PERFORMANCE AND PERFORMANCE FACTORS. AN EXPLANATORY BOOKLET DESCRIBES PRECAUTIONS WHICH MUST BE TAKEN IN UTILIZING AND INTERPRETING THE ASSESSMENT DATA, EXPLAINS THE FORMAT OF THE DATA PRESENTED IN THE LOCAL DISTRICTS COMPUTER PRINTOUT, DEFINES THE ASSESSMENT MEASURES, AND DESCRIBES THE NORM TABLES AND EDUCATION PROFILES. A HYPOTHETICAL DISTRICT IS EMPLOYED IN THE PRESENTATION, BUT THE TECHNIQUES CAN BE ADAPTED TO ASSESS AN ACTUAL DISTRICT. EIGHTEEN FACTORS, WHICH MAY BE GROUPED BROADLY UNDER SOCIOECONOMIC BACKGROUND (1 FACTOR), ATTITUDES AND ASPIRATIONS (3), HUMAN RESOURCES (4), FINANCIAL RESOURCES (6), AND BASIC SKILLS (4), WERE MEASURED. (AUTHOR/PR)

ED045758 UD011074
SCHOOL DESEGREGATION: LOUISIANA AND MISSISSIPPI. REPORT OF NEA TASK FORCE III. 12 NOV 70, 42P.

DURING A TWO-WEEK PERIOD FROM SEPTEMBER 14-26, 1970, THE NATIONAL EDUCATION ASSOCIATION TASK FORCE VISITED A TOTAL OF 70 SCHOOL DISTRICTS IN MISSISSIPPI AND LOUISIANA. TEAM MEMBERS MET WITH TEACHERS, PRINCIPALS, PARENTS, LAY CITIZENS, AND CIVIL RIGHTS AND OTHER COMMUNITY GROUPS, AND, WHEREVER POSSIBLE, THEY VISITED SCHOOLS AND CONFERRED ALSO WITH SCHOOL OFFICIALS. ALTHOUGH OF NECESSITY, MUCH OF THE INFORMATION WAS SECONDARY, THAT WHICH WAS USED FOR THIS REPORT WAS CONSIDERED CAREFULLY SCREENED FOR ITS VALIDITY. AMONG THE EIGHT HOPEFUL ASPECTS OF DESEGREGATION FOUND BY THE TASK FORCE WAS THE PEACEFUL OPENING, FOR THE MOST PART, OF MISSISSIPPI AND LOUISIANA SCHOOLS IN SEPTEMBER 1970, AND THE LESSENING OF OBSERVABLE IN-SCHOOL SEGREGATION OF STUDENTS. MAJOR PROBLEMS OF DESEGREGATION INCLUDED THE DISPLACEMENT OF BLACK EDUCATORS IN STATUS POSITIONS, CONTINUING DISPLACEMENT OF BLACK TEACHERS, DISCRIMINATORY TREATMENT OF STUDENTS, CONTINUING GROWTH OF THE PUBLIC SCHOOL MOVEMENT, THE MISUSE OF FEDERAL FUNDS, AND, LACK OF BLACK REPRESENTATION ON BOARDS OF EDUCATION. (JM)

ED045769 UD011086
THE TITLE I CONTROVERSY. SEP 70, 8P.

THE FIRST MAJOR CONTROVERSY OF NEW YORK CITY'S NEW COMMUNITY SCHOOL DISTRICT SYSTEM HAS REVOLVED AROUND THE ALLOCATION OF FUNDS AVAILABLE UNDER TITLE I OF THE ELEMENTARY AND SECONDARY EDUCATION ACT. THE UPROAR STARTED WHEN THE BOARD OF EDUCATION ANNOUNCED THE ALLOCATIONS FOR THE DISTRICTS IN THE LAST MOMENTS BEFORE THE 1970-71 YEAR WAS TO BEGIN. THE COMMUNITY SCHOOL BOARDS SAW IMMEDIATELY THAT THESE ALLOCATIONS WOULD MEAN DRASTIC REDUCTIONS IN THE FUNDS AVAILABLE TO THEM FOR LOCALLY DEVELOPED TITLE I PROGRAMS. IN THE RESULTING ANGRY REACTION BY THE COMMUNITY BOARDS MOST OF THE ATTENTION HAS BEEN ON THE SPECIFIC HARDSHIPS OF THE DISTRICTS INVOLVED. MUCH BROADER ISSUES ARE, HOWEVER, INVOLVED: THE GENERAL QUESTION OF ALLOCATIONS OF ALL FUNDS, THE RIGHTS AND POWERS OF THE COMMUNITY BOARDS, THE RELATIONSHIPS BETWEEN THE TEACHERS' UNION AND LOCAL AND CENTRAL AUTHORITIES, AND, INDEED, THE WHOLE CONCEPT OF DECENTRALIZATION ITSELF. (AUTHOR/JM)

ED045770 UD011087
COMMUNITY CONTROL: THE BLACK DEMAND FOR PARTICIPATION IN LARGE AMERICAN CITIES. 70, 240P.
DOCUMENT NOT AVAILABLE FROM EDRS.

IN THIS BOOK, CHAPTER 1, "THE ISSUES," DISCUSSES SUCH QUESTIONS AS: WOULD COMMUNITY CONTROL BE A STEP TOWARD RACIAL SEPARATISM, INTENSIFY SOCIAL FRICTION, BE ANTI-LIBERTARIAN, BE INIMICAL TO GOVERNMENT HONESTY, EQUITY, AND PROFESSIONALISM, REDUCE THE CAPACITY OF LOCAL GOVERNMENT FOR VIGOROUS ACTION AND FOR ACTION BASED ON CITYWIDE CONSIDERATIONS, OR, PROVE A DEAD END FOR BLACKS THEMSELVES? CHAPTER 2, "THE FRAMEWORK," FOCUSES ON THE IDEAL OF WIDESPREAD POLITICAL PARTICIPATION, THE EXCLUSION OF BLACKS FROM FULL MEMBERSHIP IN AMERICAN SOCIETY, THE PERSISTENCE OF ETHNICITY IN AMERICAN SOCIETY, POLITICAL DECENTRALIZATION, AND THE AMERICAN UNWILLINGNESS TO FOREGO POLITICAL REPRESENTATION IN DEALING WITH POLITICAL BUREAUCRACIES. CHAPTER 3 DISCUSSES THE CONCRETE INTERESTS OF THOSE OPPOSING AND PROPOSING COMMUNITY CONTROL. CHAPTER 4, "PLAUSIBLE OPTIONS," ANALYZES THE PROBLEMS OF DEFINING NEIGHBORHOODS, ESTABLISHING MECHANISMS OF REPRESENTATION AND ACCOUNTABILITY, AND THE GENERAL AREAS OF FINANCE, PERSONNEL, AND CONTRACTING. CHAPTER 5, "A PERSONAL STATEMENT," DISCUSSES THE FOLLOWING QUESTIONS: WOULD COMMUNITY CONTROL BE CONDUCIVE TO RACIAL PEACE, TO THE DEVELOPMENT OF BLACK SKILLS AND INCOMES, AND TO THE IMPROVEMENT OF OTHER CONDITIONS IN THE GHETTOS? (JM)

ED045779 UD011119
THE EMERGENCY SCHOOL ASSISTANCE PROGRAM: AN EVALUATION. [70], 104P.
HC NOT AVAILABLE FROM EDRS.

THIS REPORT, PREPARED BY A GROUP OF PRIVATE ORGANIZATIONS CONCERNED WITH THE PROBLEMS OF RACE, EDUCATION, AND POVERTY, IS AN EVALUATION OF THE FIRST MONTHS OF THE ADMINISTRATION OF THE EMERGENCY SCHOOL ASSISTANCE PROGRAM (ESAP). THE REPORT IS BASED UPON PERSONAL VISITS TO NEARLY 300 SCHOOL DISTRICTS RECEIVING ESAP GRANTS BY ATTORNEYS AND OTHER PERSONS EXPERIENCED IN SCHOOL DESEGREGATION PROBLEMS, AND UPON A REVIEW OF THE GRANT PROPOSALS OF OVER 350 SUCCESSFUL APPLICANT DISTRICTS. SERIOUS DEFECTS IN THE ADMINISTRATION OF THE PROGRAM WERE REPORTED: MANY GRANTS HAVE GONE TO DISTRICTS ENGAGING IN SERIOUS AND WIDESPREAD RACIAL DISCRIMINATION

ED045789 UD011131
COMMUNITY DISTRICT PROFILES FOR 1969-70 SCHOOL YEAR BY NEWLY ALIGNED COMMUNITY SCHOOL DISTRICTS. SEP 70, 203P.

THIS REPORT PRESENTS A STATISTICAL OVERVIEW OF EACH OF THE 31 NEWLY ALIGNED COMMUNITY SCHOOL DISTRICTS OF NEW YORK CITY. IT CONTAINS THE 1969-70 TAX LEVY CONDITION OF EACH DISTRICT IN TERMS OF SCHOOL PLANT FACILITIES, PUPIL POPULATION, SCHOOL PERSONNEL, AND PER-PUPIL BUDGETED COSTS. THE INFORMATION PROVIDED IS CONSIDERED TO BE, HOPEFULLY, HELPFUL TO SCHOOL BOARDS AND SUPERINTENDENTS. IN EACH CATEGORY OF ANALYSIS, CITY-WIDE FIGURES FOR EACH SET OF STATISTICS ARE LISTED ALONGSIDE THE DISTRICT FIGURES FOR THE PURPOSE OF COMPARISON. DATA ARE DISPLAYED FOR BOTH ELEMENTARY AND JUNIOR HIGH SCHOOLS. THE TABULAR DISPLAYS FOLLWING EACH DISTRICT PROFILE PRESENT A MORE DETAILED LOOK AT SOME OF THE VARIABLES WHICH HAVE BEEN LINKED TO PUPIL ACHIEVEMENT. EACH OF THESE VARIABLES IS SHOWN IN SCHOOL-BY-SCHOOL TERMS AND RANKED FROM LOWEST TO HIGHEST WITHIN THE DISTRICT. THE DATA DISPLAYED REFLECT THE 1969-70 SCHOOL YEAR. ALTHOUGH NEWLY ALIGNED COMMUNITY SCHOOL DISTRICTS DID NOT COME INTO BEING UNTIL JULY 1, 1969, THE DATA HAVE BEEN AGGREGATED SCHOOL-BY-SCHOOL INTO THE NEW DISTRICT TERMS. (JW)

ED045792 UD011143
THE REVELANCE OF ANTHROPOLOGY FOR U.S. DOMESTIC SOCIAL POLICY. NOV 70, 15P.

A PLURALISTIC FRAMEWORK FOR THE ANALYSIS OF THE AMERICAN CULTURE IS PRESENTED. THE PUBLISHED RESULTS OF THE COLEMAN REPORT ARE USED AS AN EXAMPLE OF HOW THE CONCEPTUAL FRAMEWORK CAN BE OPERATIONALIZED. THE DEPENDENT VARIABLE OF THE ANALYSIS IS ONE MEASURING SOCIAL PERFORMANCE. THE INDEPENDENT VARIABLES MEASURE SOME ASPECT OF THEMES, BEHAVIOR STYLES, AND INFORMATION COMPONENTS. SOCIAL PERFORMANCE WITHIN THE "MAINSTREAM CULTURE" CAN BE MEASURED USING THE TESTS OF EDUCATIONAL ACHIEVEMENT ADMINISTERED IN THE PUBLIC SCHOOLS. USING THE SCORE ON THE VERBAL ABILITY SCALE (WHICH ACCORDING TO COLEMAN IS THE BEST CRITERION OF ACHIEVEMENT) AS THE MEASURE OF SOCIAL PERFORMANCE IN THE MAINSTREAM CULTURE, IT WAS FOUND THAT THE GROUPS WITH THE HIGHEST PERFORMANCE LEVELS ARE WHITES AND ORIENTAL AMERICANS. SOUTHERN BLACKS CONSTITUTE THE GROUP WITH THE LOWEST SCORE. ACCORDING TO COLEMAN THE TEST OF GENERAL INFORMATION PROBES AREAS LIKELY TO HAVE BECOME KNOWN THROUGH OUT-OF-SCHOOL ACTIVITIES. THE HIGH CORRELATION BETWEEN GROUP RANKINGS ON VERBAL ABILITY AND GENERAL INFORMATION INDICATES THE RELEVANCE OF THESE INFORMATION COMPONENTS TO SOCIAL PERFORMANCE WITHIN THE MAINSTREAM CULTURE. (AUTHOR/JM)

ED045829 VT012157
A SYSTEMS APPROACH--1970 VOCATIONAL EDUCATION HANDBOOK FOR STATE PLAN DEVELOPMENT AND PREPARATION. HILTON, E. P.; GYURO, STEVEN J., 70, 90P.

DEVELOPED BY THE BUREAU OF VOCATIONAL EDUCATION AND THE KENTUCKY RESEARCH COORDINATING UNIT, THIS HANDBOOK PRESENTS A SUGGESTED OUTLINE FOR THE PREPARATION OF A STATE PLAN FOR VOCATIONAL EDUCATION WHICH CAN BE APPLIED IN ANY STATE, REGARDLESS OF SIZE. INTENDED FOR BOARDS OF EDUCATION, ADVISORY COUNCILS, SCHOOL ADMINISTRATORS, VOCATIONAL EDUCATORS, AND OTHERS, THE EMPHASIS IS ON A SYSTEMATIC APPROACH TO STATE PLAN DEVELOPMENT AT THE STATE, REGIONAL, AND LOCAL LEVELS. THE GUIDE IS DIVIDED INTO FIVE CHAPTERS WHICH ARE: (1) ORIENTATION, (2) ORGANIZATION FOR STATE PLAN DEVELOPMENT, (3) ADMINISTRATIVE PROVISIONS, (4) A SYSTEMS APPROACH TO PROGRAM PLANNING, AND (5) LONG-RANGE AND ANNUAL PLANNING. ALSO INCLUDED ARE APPENDIXES PROVIDING INFORMATION ON (1) THE PLANNING UNIT, (2) COOPERATIVE AGREEMENTS WITH PUBLIC EMPLOYMENT SERVICE, STATE DEPARTMENT OF CORRECTIONS, STATE DEPARTMENT OF CHILD WELFARE, AND THE STATE DEPARTMENT OF MENTAL HEALTH, (3) THE ALLOCATION OF FUNDS, (4) LOCAL PROGRAM APPLICATION, (5) SOURCES OF PLANNING INFORMATION, AND (6) A CHECKLIST FOR PROGRAM PLANNING. (AUTHOR/JS)

ED046035 CG006126
SELECTED ADMINISTRATIVE FACTORS AND GUIDANCE FUNCTIONS: A STUDY OF THE IMPACT OF ORGANIZATION, STAFF, AND FINANCE UPON GUIDANCE FUNCTIONS. 70, 336P.

THIS STUDY EXAMINES SELECTED ADMINISTRATIVE FACTORS TO DISCOVER THEIR IMPACT UPON THE FUNCTIONING OF A SECONDARY SCHOOL COUNSELOR. THREE MAJOR NULL HYPOTHESES ARE STATED: THERE IS NO RELATIONSHIP BETWEEN SENIOR HIGH SCHOOL COUNSELOR' FUNCTIONS AND THE ORGANIZATIONAL PATTERN OF GUIDANCE OF PUPIL SERVICES

ED046070 EA003189
DECENTRALIZATION. 20 NOV 70, 7P.

THIS DOCUMENT DEFINES SOME CONCEPTS OF DECENTRALIZATION AND OUTLINES A NUMBER OF LEGAL PROBLEMS INHERENT IN THE PROCESS. ACCORDING TO THIS PAPER, DECENTRALIZATION COVERS THE SPECTRUM FROM DISTRIBUTION OF ADMINISTRATIVE FUNCTIONS TO LOCAL BOARD ASSUMPTION OF POWER. SOME LEGAL PROBLEMS INVOLVE METHOD OF FINANCE, ABOLITION OF OLD POSITIONS, AND ACQUISITION OF NEW ADMINISTRATIVE SKILLS NEEDED UNDER THE NEW SYSTEM. NOT ONLY MUST PERSONS INVOLVED WITH EDUCATIONAL LEGAL PROBLEMS FIND WAYS TO EXPERIMENT SUCCESSFULLY, BUT THEY MUST ALSO DEVELOP SOUND LEGAL STRUCTURES UPON WHICH TO ENSURE THE PERMANENCY OF THEIR EXPERIMENTS. (JF)

ED046071 EA003192
THE RELATIONSHIP OF SCHOOL DISTRICT ORGANIZATION TO STATE AID DISTRIBUTION SYSTEMS. PART II: GENERALIZATIONS TO STATE FINANCE MODELS. HOOKER, CLIFFORD P.; MUELLER, VAN D., 70, 275P.

THIS DOCUMENT CONTAINS A 48-STATE SUMMARY OF SCHOOL DISTRICT ORGANIZATIONAL DEVELOPMENT, 1932-1968

ED046072 EA003193
THE RELATIONSHIP OF SCHOOL DISTRICT REORGANIZATION TO STATE AID DISTRIBUTION SYSTEMS. PART I: PATTERNS OF SCHOOL DISTRICT ORGANIZATION. HOOKER, CLIFFORD P.; MUELLER, VAN D., 70, 196P.
HC NOT AVAILABLE FROM EDRS.

THIS REPORT CONSISTS OF THE BASIC DOCUMENTATION CONCERNING A STUDY OF THE IMPACT OF SCHOOL DISTRICT ORGANIZATION ON STATE SUPPORT PROGRAMS. STATE AID PROGRAMS FOR SCHOOL DISTRICT REORGANIZATION AND OTHER STATUTORY PROVISIONS AFFECTING SCHOOL DISTRICT REORGANIZATION WERE IDENTIFIED THROUGH A SURVEY OF THE 48 CONTIGUOUS STATES. INCLUDED ARE STATE-BY-STATE DISCUSSIONS OF (1) LOCAL SCHOOL DISTRICT ORGANIZATION, (2) REGIONAL AND INTERMEDIATE UNITS, AND (3) STATE AID TO LOCAL DISTRICTS. STATISTICAL DATA ARE APPENDED. RESEARCH FOR THIS REPORT WAS FUNDED UNDER ESEA TITLE V. (RELATED DOCUMENTS ARE EA 003 123 AND EA 003 192. [NOT AVAILABLE IN HARD COPY DUE TO MARGINAL LEGIBILITY OF ORIGINAL DOCUMENT.] (AUTHOR/LLR)

ED046073 EA003194
SCHOOLS FOR EARLY CHILDHOOD. PROFILES OF SIGNIFICANT SCHOOLS. SEP 70, 56P.

THE FOCUS OF THIS PUBLICATION IS ON THE CREATION OF LEARNING FACILITIES FOR TWO-, THREE-, AND FOUR-YEAR-OLD CHILDREN. THIS VOLUME ILLUSTRATES GRAPHICALLY (1) 11 NEW CENTERS THAT WERE SPECIFICALLY CONSTRUCTED FOR EARLY EDUCATION, AND (2) OLD FACILITIES--HOUSES, STOREFRONTS, AND WAREHOUSES--THAT HAVE BEEN SUCCESSFULLY REMODELED TO PROVIDE EARLY EDUCATION CENTERS. ALSO DESCRIBED IS A NONSCHOOL APPROACH TO EARLY LEARNING FOR COMMUNITIES WHERE LACK OF FINANCES OR INTEREST LIMITS THE DEVELOPMENT OF EARLY EDUCATION CENTERS. THE STRUCTURES VARY WIDELY IN SPACE USAGE, TYPES OF EQUIPMENT, AND GENRE OF TEACHING AIDS, DIFFERENCES DICTATED BY CONSIDERATIONS OF FINANCES OR SPACE. BECAUSE SOME FACILITIES DESIGNS ARE THE RESULTS OF DECISIONS CONCERNING THE PROGRAM THE SCHOOL IS OFFERING, THESE PROGRAM OBJECTIVES ARE SPELLED OUT. (PHOTOGRAPHS MAY REPRODUCE POORLY.) (AUTHOR)

ED046076 EA003197
PUBLIC AID TO PRIVATE SCHOOLS. 29 OCT 70, 26P.

THIS DOCUMENT DISCUSSES A RECENT NEW JERSEY ACT THAT PROVIDES FUNDS FOR PAYING A PERCENTAGE OF SECULAR EDUCATIONAL SERVICES IN NONPUBLIC SCHOOLS. RECENT STATE AND U.S. SUPREME COURT CASES DEALING WITH THE CONSTITUTIONALITY OF SUCH AID TO NONPUBLIC SCHOOLS ARE DESCRIBED. (JF)

ED046079 EA003200
JOINT OCCUPANCY: PROFILES OF SIGNIFICANT SCHOOLS. JUN 70, 37P.

THE CONCEPT OF SCHOOLS THAT PAY FOR THEMSELVES BY SHARING FACILITIES WITH OTHER OCCUPANTS IS KNOWN VARIOUSLY AS JOINT OCCUPANCY OR MIXED OR MULTIPLE USE OF LAND AND BUILDINGS. A FINANCIAL SAVING IS THE OBVIOUS ADVANTAGE OF COMBINING SCHOOLS WITH HOUSING, COMMERCIAL SPACE (RETAIL OR OFFICE), OR COMMUNITY SERVICES AND OFFICES. IN ADDITION, JOINT OCCUPANCY CREATES NEW KINDS OF URBAN ENVIRONMENTS THAT BLEND SCHOOLS WITH COMMUNITIES COMPOSED OF PEOPLE OF VARIED ETHNIC GROUPS AND INCOME LEVELS. THIS DOCUMENT ILLUSTRATES GRAPHICALLY 10 SCHOOLS UTILIZING JOINT OCCUPANCY

ED046082 EA003203
A TIME FOR PRIORITIES: FINANCING THE SCHOOLS FOR THE 70'S. 70, 201P.
HC NOT AVAILABLE FROM EDRS.

THIS DOCUMENT CONTAINS PAPERS ON PROPOSALS FOR NATIONAL FOUNDATION PROGRAMS

ED046088 EA003209
PUBLIC EDUCATION. 68, 39P.
EDRS PRICE MF-$0.65 HC-$3.29

THIS DOCUMENT PROVIDES A BASIC STRUCTURE FOR STUDYING THE PUBLIC SCHOOLS OF NORTH CAROLINA AND THE RELATIONSHIP THAT EXISTS BETWEEN COUNTY SCHOOL SYSTEMS AND THE STATE. THE LEGAL STRUCTURE OF PUBLIC EDUCATION IS EXPLAINED

ED046089 EA003210
FINANCIAL STATUS OF THE PUBLIC SCHOOLS 1970. 70, 54P.
HC NOT AVAILABLE FROM EDRS.

THIS REPORT DISCUSSES THE CURRENT STATUS OF SCHOOL FINANCE, AND SINGLES OUT TRENDS AFFECTING THE EFFORTS OF PROFESSIONAL TEACHERS ORGANIZATIONS TO SECURE ADEQUATE FUNDS FOR EDUCATION. THE DOCUMENT ALSO CONTAINS EMPLOYMENT AND SALARY DATA ON SCHOOL AND UNIVERSITY TEACHERS AND INFORMATION ON FEDERAL, STATE, AND LOCAL EXPENDITURES AND REVENUE EFFORTS. A RELATED DOCUMENT IS ED 002 543. (JF)

ED046091 EA003215
ERIC ABSTRACTS: A COLLECTION OF ERIC DOCUMENT RESUMES ON EDUCATIONAL PLANNING. ERIC ABSTRACTS SERIES, NUMBER FOURTEEN. JAN 71, 32P.

ERIC ABSTRACTS ON EDUCATIONAL PLANNING, ANNOUNCED IN RIE THROUGH DECEMBER 1970, ARE PRESENTED. THE KEY TERMS USED IN COMPILING THIS COLLECTION ARE "CRITICAL PATH METHOD," "EDUCATIONAL PLANNING," "OPERATIONS RESEARCH," AND "PROGRAM BUDGETING." THE FOLLOWING INFORMATION IS PRESENTED FOR EACH DOCUMENT: AUTHOR, TITLE, PLACE OF PUBLICATION, PUBLISHER, PUBLICATION DATE, NUMBER OF PAGES, ERIC DOCUMENT ("ED") NUMBER, PRICE AND AVAILABILITY, AND ABSTRACT. A SUBJECT INDEX IS CROSS-REFERENCED WITH THE DOCUMENT LISTING. (RA)

ED046095 EA003219
COST-BENEFIT ANALYSIS IN EDUCATIONAL PLANNING. FUNDAMENTALS OF EDUCATIONAL PLANNING SERIES NO. 13. 70, 49P.
DOCUMENT NOT AVAILABLE FROM EDRS.

THE PURPOSE OF COST-BENEFIT ANALYSIS IS TO PROVIDE A GUIDE FOR RATIONAL RESOURCE ALLOCATION BY ASSESSING THE FUTURE BENEFITS OF AN INVESTMENT AGAINST THE COSTS INCURRED IN THE PRESENT. FOR EDUCATIONAL PLANNERS, THIS TYPE OF ANALYSIS IS MADE DIFFICULT BY THE NONECONOMIC COSTS AND BENEFITS IN EDUCATION AND ALSO BY THE EXTENSIVE TIME-LAG THAT EXISTS BETWEEN EDUCATIONAL INVESTMENTS AND REALIZED BENEFITS. IN DEVELOPING COUNTRIES WHERE RESOURCES ARE LIMITED AND INVESTMENT DEMANDS ARE GREAT, COST-BENEFIT ANALYSIS PROVIDES A USEFUL FRAMEWORK FOR COMPARING RETURNS FROM EDUCATIONAL INVESTMENTS WITH THOSE FROM OTHER TYPES OF INVESTMENTS. (RA)

ED046098 EA003222
PROBLEMS CONNECTED WITH EQUALIZATION OF EDUCATIONAL OPPORTUNITY. POLLEY, JOHN W.; AND OTHERS, JUL 70, 13P.

THIS PAPER TRACES THE CHANGING CONCEPTS IN SCHOOL FINANCE THAT HAVE IMPLEMENTED EQUALITY OF EDUCATION IN NEW YORK STATE. SOME FINANCING METHODS ARE REVIEWED SUCH AS THE FOUNDATION PROGRAM APPROACH -- STATE AND LOCALLY FINANCED MINIMUM DOLLAR LEVEL

ED046105 EA003229
THE FOUR-QUARTER PLAN AND ITS FEASIBILITY FOR THE PORT HURON AREA SCHOOL DISTRICT. A RESEARCH STUDY. 31 JAN 70, 275P.

THIS STUDY EXAMINES THE ECONOMIC, EDUCATIONAL, AND PHYSICAL FEASIBILITY OF THE FOUR-QUARTER PLAN WITH AN ASSIGNED VACATION. THE CHOICE OF THIS PLAN RESULTED FROM THE EXAMINATION OF RESEARCH AND LITERATURE ON DIFFERENT FORMS AND USES OF THE FOUR-QUARTER PLAN. IT WAS CONCLUDED THAT THE PLAN WOULD BE FEASIBLE IF THE FOLLOWING CONDITION WERE MET: CURRICULUM REVISION MUST ACCOMPANY THE MOVE TO THE PROPOSED PLAN

ED046111 EA003236
PROCEEDINGS OF THE EDUCATIONAL MANAGEMENT TOOLS TRAINING PROGRAM 1969-1970 AT SOUTHERN ILLINOIS UNIVERSITY COLLEGE OF EDUCATION. FINAL REPORT. BLISS, SAM W.; AND OTHERS, 70, 304P.

THIS COLLECTION OF CONFERENCE PAPERS BY NINE DIFFERENT AUTHORS DEALS WITH THE FOLLOWING TOPIC : PHILOSOPHY OF EDUCATIONAL MANAGEMENT

ED046115 EA003241
THE UTILITY OF ORGANIZATION DEVELOPMENT METHODS FOR EDUCATIONAL PLANNING. 17 NOV 70, 17P.

THIS PAPER INTRODUCES ORGANIZATIONAL DEVELOPMENT AND DESCRIBES ITS POTENTIAL UTILITY TO THE PLANNING COMMUNITY. THE PAPER FIRST POINTS OUT SOME CURRENT PRACTICES IN EDUCATIONAL PLANNING THAT MAY VIOLATE PRINCIPLES OF EFFECTIVE HUMAN BEHAVIOR IN EDUCATIONAL ORGANIZATIONS. THE CENTRALIZATION OF GOAL SETTING AND DECISIONMAKING AND THE FAILURE TO CONSIDER THE MOTIVATIONAL AND POLITICAL IMPLICATIONS OF INFORMATION ARE EXAMPLES OF SUCH VIOLATIONS. THE PAPER THEN DESCRIBES ORGANIZATIONAL DEVELOPMENT AND CONCLUDES WITH AN OUTLINE ON HOW AND WHERE ORGANIZATIONAL DEVELOPMENT METHODS CAN BE USED IN CONJUNCTION WITH EDUCATIONAL PLANNING. (JF)

ED046116 EA003242
IDENTIFYING EFFECT OF POTENTIAL BUDGETS ON PROGRAM OUTPUT. WORKING PAPER. OCT 70, 44P.

BY MAKING EXPLICIT THE IMPLICIT ASSUMPTIONS ABOUT PROGRAM COSTS AND BENEFITS, RESOURCE ALLOCATION IN A NONPROFIT ORGANIZATION COULD BE SIMPLIFIED. A RATIONAL SCHEME FOR IMPLEMENTING SUCH A PROGRAM MIGHT BEGIN BY USING DETAILED INTERVIEWS WITH PROGRAM ADMINISTRATORS TO DETERMINE INPUT AND OUTPUT SCALES. FOLLOWING THIS, RESPONDENTS COULD CHOOSE AMONG FEASIBLE INPUTS FOR EACH OF A SERIES OF BUDGETS, AND THESE INPUTS COULD THEN BE COMPARED WITH THE OUTPUT SCALES TO MEASURE EACH RESPONDENT'S ASSUMPTIONS ABOUT THE LEVEL OF OUTPUT POSSIBLE FROM THE LEVEL AND TYPE OF INPUT. SUCH INFORMATION IS USEFUL IN ANALYZING POTENTIAL CHANGES IN RESOURCE ALLOCATIONS. (RA)

ED046123 EA003249
CREATIVE FACILITIES PLANNING FOR OCCUPATIONAL EDUCATION, AND SUPPLEMENT. FINSTERBACH, FRED C.; MCNEICE, WILLIAM C., 69, 259P.
DOCUMENT NOT AVAILABLE FROM EDRS.

THIS COMPREHENSIVE MANUAL DEALS WITH THE PROBLEMS OF PLANNING VOCATIONAL FACILITIES. VOLUME I PROVIDES FLOOR LAYOUTS AND SPECIALIZED DESIGNS THAT INTERPRET EDUCATIONAL CONCEPTS, EQUIPMENT NEEDS, AND SERVICES INTO FUNCTIONAL UNITS FOR ARCHITECTURAL ADAPTATION. ADDITIONAL PLANNING GUIDELINES CLARIFY PURCHASING POLICIES AND PROCEDURES, EXPLAIN THE DEVELOPMENT OF EDUCATIONAL SPECIFICATIONS, AND RECOMMEND A FACILITY DESIGN THAT MEETS SPECIFICATIONS AND EXISTING STANDARDS. ALSO INCLUDED IN THIS VOLUME ARE SAMPLE SHOP AND LABORATORY LAYOUTS FOR 50 FIELDS, MODIFIABLE TO SUIT INDIVIDUAL REQUIREMENTS. THE SECOND VOLUME PRESENTS TEMPLATES OF SCALED EQUIPMENT SILHOUETTES FOR USE AS MODELS IN DESIGNING FACILITIES. (MLF)

ED046126 EA003252
UNDERSTANDING FINANCIAL SUPPORT OF PUBLIC SCHOOLS, 1970-71. SECOND EDITION. SEP 70, 45P.

THIS REPORT ON SCHOOL FINANCE IN NEW YORK STATE DESCRIBES THE COMPONENTS OF GENERAL AID: OPERATING EXPENSE, GROWTH SIZE CORRECTION, BUDGET, HIGH TAX, REORGANIZATION INCENTIVE FOR COMPLIANCE WITH MASTER PLAN FOR SCHOOL DISTRICT REORGANIZATION, MINIMUM AID PER DISTRICT, TRANSPORTATION, AND EXPENSES FOR CONSTRUCTION OF NEW BUILDINGS AND MAINTENANCE OF OLD ONES. IN ADDITION, THE REPORT DESCRIBES THE THREE METHODS GENERALLY USED FOR THE ALLOCATION OF FEDERAL FUNDS AND PROVIDES A TABLE LISTING THE APPROPRIATIONS UNDER VARIOUS FEDERAL PROGRAMS FOR THE 1968-69 AND 1969-70 SCHOOL YEARS. (AUTHOR/JF)

ED046175 EC031259
STATISTICAL DATA FOR SPECIAL EDUCATION SERVICES, FISCAL YEAR 1970. ANNUAL REPORT. 70. 25P.

THE REPORT PROVIDES STATISTICAL DATA USEFUL TO PERSONS RESPONSIBLE FOR PROVIDING SPECIAL EDUCATION AND RELATED SUPPORTIVE SERVICES IN ILLINOIS FOR THE MENTALLY RETARDED AND THE EMOTIONALLY DISTURBED. THE DATA CONCERN CHILDREN AND ADOLESCENTS IN THESE CATEGORIES, AGED 5-20 YEARS, WHO ARE RECEIVING SPECIAL EDUCATION SERVICES PRIMARILY IN DEPARTMENT OF MENTAL HEALTH RESIDENTIAL FACILITIES OR ON AN OUTPATIENT BASIS. THE DATA DESCRIBE THE FACILITIES, RESIDENT POPULATION, STUDENTS ENROLLED IN PROGRAMS, OUTPATIENT POPULATION, PERSONNEL, AND FUNDING. (KW)

ED046236 EM008656
THE USE OF COMPUTERS IN SECONDARY SCHOOL MATHEMATICS. 70, 252P.
DOCUMENT NOT AVAILABLE FROM EDRS.

WRITTEN TO ANSWER THE QUESTIONS A TEACHER OR ADMINISTRATOR MAY HAVE ABOUT THE INSTRUCTIONAL USE OF COMPUTERS, THIS BOOK IS PARTICULARLY CONCERNED WITH THOSE APPLICATIONS OF THE COMPUTER IN WHICH THE HIGH SCHOOL STUDENT, NOT A TEACHER OR A MEMBER OF THE ADMINISTRATIVE STAFF, IS "IN THE LOOP," OR INTERACTING WITH THE COMPUTER. ACQUISITION OF A COMPUTER CAPABILITY, CHOICE OF A COMPUTER LANGUAGE, INSTALLATION OF A TIME-SHARING SYSTEM, ADMINISTRATION OF A COMPUTER TERMINAL, AND USE OF THE COMPUTER IN A MATHEMATICS CLASSROOM ARE TOPICS DISCUSSED. DESCRIPTIONS ARE GIVEN OF THE USE OF COMPUTERS IN VARIOUS HIGH SCHOOL SETTINGS. A PROSE GLOSSARY OF COMPUTER TERMS IS APPENDED. (MF)

ED046255 EM008684
PUBLIC BROADCASTING ENVIRONMENT CENTER. FINAL REPORT. 30 NOV 70, 635P.

CREATED IN 1970 TO APPLY THE CAPABILITIES OF PUBLIC BROADCASTING TO THE CHALLENGE OF ENVIRONMENTAL EDUCATION, THE PUBLIC BROADCASTING ENVIRONMENT CENTER (PBEC) HAS COMPLETED ITS FIRST PLANNING PHASE. GOALS AND OBJECTIVES HAVE BEEN DETERMINED

ED046445 LI002462
DATA COLLECTION AND COST MODELING FOR LIBRARY CIRCULATION SYSTEMS. 4 NOV 70, 90P.

THE OBJECTIVES OF THE STUDY LEADING TO THIS REPORT WERE TO REVIEW, ANALYZE AND SUMMARIZE PUBLISHED LIBRARY COST DATA

ED046446 LI002463
STUDY OF THE COST-EFFECTIVENESS OF RETROSPECTIVE SEARCH SYSTEMS. KING, DONALD W.; CALDWELL, NANCY W., JUN 70, 44P.

THE PURPOSE OF THIS STUDY WAS TO EXPLORE COST-EFFECTIVENESS FACTORS THAT AFFECT THE CHOICE AMONG ALTERNATIVE SYSTEMS. A COST-EFFECTIVENESS MODEL THAT MAY BE USED TO EVALUATE POTENTIAL SYSTEMS WAS DERIVED AND A STATEMENT OF THE GENERAL MAGNITUDE OF COSTS THAT THE AMERICAN PSYCHOLOGICAL ASSOCIATION (APA) CAN EXPECT IN IMPLEMENTING AND OPERATING ALTERNATE SYSTEMS IS GIVEN. THESE "TYPICAL" COSTS MAY BE USED TO ESTABLISH THE COST-EFFECTIVENESS OF GENERAL CLASSES OF SYSTEMS, SUCH AS MECHANIZED SEARCH ON-LINE BY TITLES OR BY BATCH PROCESSING ON INDEX TERMS. A BIBLIOGRAPHY USED FOR THE LITERATURE SURVEY IS APPENDED. (AUTHOR/AB)

ED046447 LI002464
SOME COMMENTS ON MARKETING AIP INFORMATION PRODUCTS AND SERVICES. KING, DONALD W.; BROWN, A. M., JUL 70, 79P.

THIS STUDY WAS ADDRESSED TO MARKETING CONSIDERATIONS FOR THE AMERICAN INSTITUTE OF PHYSICS (AIP) INFORMATION PRODUCTS AND SERVICES. THE GENERAL SYSTEM AND ITS OPERATION IN A MARKETING ENVIRONMENT, INCLUDING PROMOTION, CHANNELS OF DISTRIBUTION AND PRICING ARE COVERED. PARTICULAR EMPHASIS IS PLACED ON THE COST/DEMAND/PRICE RELATIONSHIP FOR FOUR INFORMATION PRODUCTS AND SERVICES AND AN ATTEMPT IS MADE TO DEVELOP AN APPROACH FOR ALLOCATING FIXED COSTS FOR THESE SERVICES. COST/DEMAND AND PRICE/DEMAND RELATIONSHIPS ARE ESTIMATED OR ASSUMED AND AN OPTIMUM ALLOCATION IS DETERMINED, BASED ON NET INCOME FOR SIX ALTERNATIVE ALLOCATION LEVELS FOR THESE PRODUCTS. FOUR RECOMMENDATIONS FOR CHANGES ARE GIVEN AND TWO APPENDICES INCLUDE A PREVIOUS MARKETING RESEARCH REPORT AND REPORTS ON SITE VISITS MADE FOR THE STUDY. (AB)

ED046470 LI002506
THIRD ANNUAL REPORT, FISCAL YEAR 1968, TITLE II, ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965 71, 108P.
HC NOT AVAILABLE FROM EDRS.

THIS THIRD ANNUAL REPORT ON THE ELEMENTARY AND SECONDARY EDUCATION ACT (ESEA) TITLE II DESCRIBES HOW THE 50 STATES, THE DISTRICT OF COLUMBIA, GUAM, PUERTO RICO, THE TRUST TERRITORY OF THE PACIFIC ISLANDS, THE VIRGIN ISLANDS AND THE BUREAU OF INDIAN AFFAIRS UTILIZED THEIR TITLE II FUNDS IN FISCAL YEAR 1968 FOR THE IMPROVEMENT OF EDUCATIONAL QUALITY AND OPPORTUNITY THROUGH INCREASED USE OF THE MATERIALS MADE AVAILABLE THEREBY. DATA IN THE REPORT ARE DERIVED FROM ANNUAL REPORTS SUBMITTED FOLLOWING THE CLOSE OF FISCAL YEAR 1968. THE REPORT CONSISTS OF

ED046565 RC004958
TEXAS CHILD MIGRANT PROGRAM. DEC 70, 20P.

THE AIM OF THE TEXAS CHILD MIGRANT PROGRAM IS THAT EACH SCHOOL DISTRICT DEVELOP A MIGRANT PROGRAM DESIGNED TO MEET THE SPECIAL EDUCATIONAL NEEDS OF THE CHILDREN OF THAT SCHOOL SYSTEM. ALL DISTRICTS ARE ENCOURAGED TO IMPLEMENT NEW IDEAS, ACTIVITIES, AND CHANGES WHICH SHOW PROMISE OF IMPROVING THE EDUCATION OF MIGRANT CHILDREN. OBJECTIVES OF THE PROGRAM ARE (1) TO PROVIDE ASSISTANCE TO LOCAL EDUCATION AGENCIES HAVING A HIGH CONCENTRATION OF MIGRANT CHILDREN IN ORDER THAT THESE AGENCIES MAY OPERATE COMPREHENSIVE EDUCATIONAL PROGRAMS AND PROVIDE ANCILLARY SERVICES TO MEET THE UNIQUE NEEDS OF MIGRANT CHILDREN, (2) TO DEVELOP AND CONDUCT STAFF DEVELOPMENT PROGRAMS FOR PERSONNEL IN THE TEXAS CHILD MIGRANT PROGRAM, (3) TO COOPERATE WITH OTHER STATE EDUCATION AGENCIES IN IMPROVING EDUCATIONAL PROGRAMS AND IN DEVELOPING RECORD TRANSFER SYSTEMS FOR MIGRANT CHILDREN, AND (4) TO COORDINATE THE ACTIVITIES OF COOPERATING AGENCIES SERVING MIGRANT CHILDREN IN TEXAS. THE TEXAS PLAN FOR DIRECT ASSISTANCE TO LOCAL EDUCATION AGENCIES FOR SPECIAL EDUCATIONAL PROGRAMS FOR CHILDREN OF MIGRANT AGRICULTURAL WORKERS CONSISTS OF A CHILD MIGRANT SCHOOL PROGRAM, A CHILD MIGRANT PRESCHOOL PROGRAM, A DEMONSTRATION SCHOOL, STAFF AND PROGRAM DEVELOPMENT, A TEXAS MIGRANT EDUCATIONAL DEVELOPMENT CENTER, SUMMER INSTITUTES FOR MIGRANT SCHOOL PERSONNEL, AN INTERSTATE COOPERATION PROJECT, AND SUMMER SCHOOL PROGRAMS FOR MIGRANTS. (JH)

ED046606 RC005022
THE NATIONAL CONGRESS OF AMERICAN INDIANS, ANNUAL REPORT 1969. 69, 57P.

THE ANNUAL REPORT OF THE NATIONAL CONGRESS OF AMERICAN INDIAN (NCAI) FOR 1969 PROVIDES A REPORT OF THE YEAR'S WORK IN EACH MAJOR AREA OF NCAI ACTIVITIES, TOGETHER WITH AN OCCASIONAL DESCRIPTION OF SPECIFIC ACTIONS. ALSO DISCUSSED ARE THE PRESENT STATE OF INDIAN AFFAIRS, EDUCATION, AND IMPROVEMENT IN THE LIAISON ACTIVITIES WITH THE UNITED STATES CONGRESS. THE DOCUMENT CONTAINS THE TEXT OF THE NCAI PRESIDENT'S COMMENTS TO THE ANNUAL CONVENTION (1969) AND THE POSITION PAPER HE PRESENTED WHICH CARRIES RECOMMENDATIONS FOR CHANGE IN THE BUREAU OF INDIAN AFFAIRS. OTHER TOPICS DISCUSSED IN THE REPORT INCLUDE INDIAN LEGISLATION, THE AMERICAN INDIAN MEDIA SERVICE COMMITTEE, NCAI MEMBERSHIP, INDIAN ECONOMIC AND COMMUNITY DEVELOPMENT, THE NATIONAL INDIAN DEVELOPMENT ORGANIZATION, THE NCAI ECONOMIC PLANNING WORKSHOPS, LEGAL SERVICES, AND THE NCAI INDUSTRIAL DEVELOPMENT PROGRAM. THE REPORT POINTS OUT THAT SINCE THE FOUNDING OF NCAI IN 1944, THE MAJOR OBJECTIVE HAS BEEN TO UNIFY THE AMERICAN INDIANS TO WORK IN HARMONY THROUGH NCAI. (EL)

ED046610 RC005036
THE IMPACT OF NEW INDUSTRY ON LOCAL GOVERNMENT FINANCES IN FIVE SMALL TOWNS IN KENTUCKY. SEP 70, 31P.
HC NOT AVAILABLE FROM EDRS.

THE ESTABLISHMENT OF NEW MANUFACTURING PLANTS IN 5 TOWNS IN KENTUCKY HAD A NEGATIVE NET FISCAL IMPACT ON MOST LOCAL GOVERNMENTAL UNITS DURING 1958-63. IN MOST OF THE COUNTIES STUDIED, THE DIRECT EFFECT OF LOCATING NEW MANUFACTURING PLANTS IN THE SMALL TOWNS WAS TO INCREASE THE COSTS OF GOVERNMENT FOR THE SCHOOL DISTRICT, AND OFTEN THE TOWN, WITHOUT INCREASING THE REVENUE. THE INCREASES WERE TYPICALLY SMALL, HOWEVER. ALSO, A COMPARISON OF THE STUDY COUNTIES WITH A GROUP OF COMPARABLE COUNTIES WHICH HAD NO NEW INDUSTRY ADDED DURING THE STUDY PERIOD SHOWED NO SIGNIFICANT DIFFERENCES BETWEEN THE TWO GROUPS OF COUNTIES IN TERMS OF CHANGES IN LOCAL GOVERNMENTAL REVENUE OR EXPENDITURES DUE TO ANY SECONDARY EFFECTS OF NEW INDUSTRY IN THE STUDY COUNTIES. (AUTHOR)

ED046622 RE003185
AN EXPERIMENTAL PROGRAM FOR DISADVANTAGED KINDERGARTEN CHILDREN. MAY 70, 10P.

THIS TITLE I PILOT PROGRAM HAD TWO BROAD PURPOSES: (1) TO CREATE A GROWING DESIRE TO READ AND (2) TO INTRODUCE THE SKILLS THAT ARE NECESSARY FOR SUCCESS AND SATISFACTION IN READING. SINCE THE CHILDREN INVOLVED HAD LIMITED EXPERIENTIAL BACKGROUNDS, PART OF THE PROGRAM WAS GEARED TO PROVIDING EXPERIENCES THROUGH THE TYPE OF CLASSROOM SETTING, THE WIDER SCHOOL AND COMMUNITY ENVIRONMENT, AND INFORMAL READING CONTACTS. BUILT ON THE PREMISE THAT THE READING SKILLS ON THE PREREADING LEVEL ARE THE SAME AS AT THE HIGHEST STAGE OF READING DEVELOPMENT, THE PREREADING PROGRAM INCORPORATED THE FOLLOWING SKILLS: (1) LISTENING FOR COMPREHENSION OF CONTENT, (2) AUDITORY DISCRIMINATION, (3) VISUAL DISCRIMINATION AND DEVELOPMENT, (4) ORAL LANGUAGE SKILLS, (5) MOTOR-PERCEPTUAL DEVELOPMENT, AND (6) SOUND-SYMBOL CORRESPONDENCE. EMPHASIS WAS PLACED ON PRESENTING THE READING READINESS ACTIVITIES IN SEQUENTIAL STEPS. (DH)

ED046967 TM000119
TESTING AND FURTHER DEVELOPMENT OF AN OPERATIONAL MODEL FOR THE EVALUATION OF ALTERNATIVE TITLE I (ESEA) PROJECTS. [69], 221P.

THE ELEMENTARY AND SECONDARY EDUCATION COST-EFFECTIVENESS MODEL ORIGINALLY DEVELOPED TO A DETAILED MATHEMATICAL SPECIFICATION HAS NOW BEEN DEVELOPED INTO A COMPUTER PROGRAMMED FORM WHICH CAN BE USED AT THE SCHOOL SYSTEM LEVEL. THIS, THE OFFICE OF EDUCATION COST-EFFECTIVENESS (OECE) MODEL, IS BASED ON THE MAJOR HYPOTHESES THAT CHANGES IN STUDENT IMPEDANCE (OR RESISTANCE TO LEARNING) ARE PROPORTIONAL TO CHANGES IN THE QUALITY AND QUANTITY OF PERSONAL SERVICES PROVIDED BY THE SCHOOL, AND THAT CHANGES IN STUDENT ACHIEVEMENT ARE DIRECTLY PROPORTIONAL TO CHANGES IN THE QUALITY AND QUANTITY OF INSTRUCTION AND INVERSELY PROPORTIONAL TO TOTAL CHANGE IN IMPEDANCE. STUDENTS ARE CONSIDERED IN TERMS OF THOSE VARIABLES MOST EASILY ASCERTAINED BY THE SCHOOLS. THE MODEL IS OUTLINED AND THE METHODOLOGY BY WHICH ITS PARAMETERS ARE SET AND THE STEPS BY WHICH IT IS USED ARE DESCRIBED. ANALYSIS OF SAMPLE MODEL RUNS IS PRESENTED. INCLUDED IN THE APPENDICES ARE DIRECTIONS FOR USING AND CHANGING THE MODEL, DESCRIPTION OF THE PROGRAM ORGANIZATION, FLOW CHARTS, AND THE PROGRAM ITSELF. (PR)

ED046986 TM000347
RESEARCH INTO THE CORRELATES OF SCHOOL PERFORMANCE--A REVIEW AND SUMMARY OF LITERATURE. 70, 28P.

CURRENT ATTEMPTS TO IDENTIFY AND QUANTIFY DIFFERENT VARIABLES RELATING TO SCHOOL PERFORMANCE ARE SURVEYED. THE "INPUT-PROCESS-OUTPUT" MODEL IS EXAMINED THROUGH AN OVERVIEW OF MAJOR STUDIES, SUCH AS PROJECT TALENT AND THE COLEMAN REPORT, AND OTHERS GENERALLY SUPPORTIVE OF THIS APPROACH. THE LIMITATIONS OF THIS RESEARCH ARE SUGGESTED AS: INADEQUACY OF THE DEFINITION AND MEASUREMENT OF THE CONCEPT OF SCHOOL PERFORMANCE

ED046987 TM000348
LEVELS OF EDUCATIONAL PERFORMANCE AND RELATED FACTORS IN MICHIGAN. 70, 27P.

IN 1969-70 THE MICHIGAN ASSESSMENT PROGRAM GATHERED DATA FROM 320,000 STUDENTS IN APPROXIMATELY 4,000 SCHOOLS IN OVER 600 SCHOOL DISTRICTS ACROSS THE STATE. THE ASSESSMENT BATTERY INCLUDED MEASURES, AT THE FOURTH AND SEVENTH GRADE LEVELS, OF THE FOLLOWING: SOCIOECONOMIC STATUS, ATTITUDE TOWARD SCHOOL, PERCENTAGE OF TEACHERS WITH A MASTER'S DEGREE, K-12 INSTRUCTIONAL EXPENSE PER PUPIL, VOCABULARY (50 VERBAL ANALOGY PROBLEMS), AND COMPOSITE ACHIEVEMENT (READING, ENGLISH EXPRESSION, AND MATHEMATICS). FOR THE PURPOSE OF EDUCATIONAL PROFILES, THE STATE WAS DIVIDED INTO FOUR GEOGRAPHIC REGIONS.

ED046988 TM000349
DISTRIBUTION OF EDUATIONAL PERFORMANCE AND RELATED FACTORS IN MICHIGAN. 70, 18P.

THIS REPORT IS BASED ON THE SAME GRADE LEVELS, ASSESSMENT VARIABLES, AND DATA DESCRIBED IN TM 000 348. A COMPOSITE ACHIEVEMENT DISTRIBUTION FOR THE UPPER THIRD, MIDDLE THIRD, AND LOWER THIRD OF THE SCHOOL DISTRICTS FOR GRADES 4 AND 7 WAS COMPUTED. IT WAS FOUND THAT UPPER-THIRD DISTRICTS SCORED RELATIVELY HIGH, MIDDLE THIRD DISTRICTS SCORED NEAR THE MEDIAN, AND LOWER-THIRD DISTRICTS SCORED RELATIVELY LOW, ON THE OTHER VARIABLES. EXCEPTIONS WERE K-12 INSTRUCTIONAL EXPENSE PER PUPIL IN THE LOWER-THIRD DISTRICTS AT BOTH GRADE LEVELS, AND PERCENTAGE OF TEACHERS WITH MASTER'S DEGREES IN THE LOWER-THIRD DISTRICTS AT THE SEVENTH GRADE LEVEL. A COMPOSITE SOCIOECONOMIC LEVEL DISTRIBUTION WAS ALSO COMPUTED. IT WAS FOUND THAT UPPER-THIRD SOCIOECONOMIC STATUS DISTRICTS SCORED RELATIVELY HIGH ON ALL OTHER MEASURES EXCEPT ATTITUDE TOWARD SCHOOL

ED047029 UD011155
BLACK CAUCUS POSITION PAPER, WHITE HOUSE CONFERENCE ON CHILDREN. WESTON, M. MORAN; AND OTHERS, DEC 70, 8P.
HC NOT AVAILABLE FROM EDRS.

THE RACISM, INDIVIDUAL, INSTITUTIONAL, AND COLLECTIVE, THAT PERMEATES AMERICAN SOCIETY HAS RESULTED IN PSYCHOLOGICAL AND PHYSICAL DAMAGE TO ITS CHILDREN--BROWN, RED, BLACK, YELLOW AND WHITE. THIS RACISM HAS CREATED AN ENVIRONMENT WHICH HINDERS THE LEARNING CAPACITY OF ALL CHILDREN, EVEN THOSE WITH SPECIAL FAMILY RESOURCES. SIMILARLY, THIS RACISM HAS MADE IT IMPOSSIBLE FOR CHILDREN TO OBTAIN THE HEALTH SERVICES VITAL TO THEIR SURVIVAL, GROWTH, AND DEVELOPMENT. REMOVAL OF EXTERNAL HANDICAPS TO THE FAMILY AND SUPPORT OF INTERNAL STRENGTHS THROUGH FEDERALLY SPONSORED AND FINANCED PROGRAMS ACCEPTABLE TO AND DESIGNED BY THESE FAMILIES IS OF THE HIGHEST PRIORITY. PROGRAMS THAT DEAL WITH DISCRIMINATION IN EMPLOYMENT AND LACK OF ACCESS TO FINANCIAL RESOURCES SHOULD TAKE PRIORITY OVER CURRENTLY POPULARIZED PROGRAMS. THE GREATEST INJUSTICE TO CHILDREN CAN BE FOUND IN GOVERNMENT FAILURE TO PROVIDE WHOLESOME PHYSICAL ENVIRONMENTS AND SERVICES. A POSITIVE VOTE FOR THIS RESOLUTION BY THE WHITE HOUSE CONFERENCE ON CHILDREN DELEGATES IS VITAL TO ALL CHILDREN. [NOT AVAILABLE IN HARD COPY DUE TO MARGINAL LEGIBILITY OF THE ORIGINAL DOCUMENT.] (AUTHORS/JM)

ED047033 UD011163
EDUCATION OF THE DISADVANTAGED: AN EVALUATIVE REPORT ON TITLE I, ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965, FISCAL YEAR 1968. APR 70, 275P.
HC NOT AVAILABLE FROM EDRS.

THIS REPORT IS CONCERNED WITH TITLE I OF ESEA, THE FEDERAL FUNDING PROVISIONS MOST DIRECTLY CONCERNED WITH DISADVANTAGED PUPILS. PURSUANT TO THE CONGRESSIONAL DIRECTIVE, THE COMMISSIONER AUTHORIZED A NUMBER OF STUDIES INCLUDING NATIONWIDE SURVEYS OF EDUCATIONAL ACTIVITIES FINANCED WITH FUNDS DRAWN FROM ESEA TITLE I. ONE SURVEY OF PUBLIC ELEMENTARY SCHOOLS WAS MADE DURING THE LATTER PART OF THE 1967-68 SCHOOL YEAR, AND THE RESULTS OBTAINED FROM THE SURVEY ARE CURRENT FOR JUNE 1969. STUDIES ALSO ARE CONDUCTED AND REPORTED REGULARLY BY STATE EDUCATION AGENCIES, AND BY EACH OF THE APPROXIMATELY 17,000 PUBLIC SCHOOL DISTRICTS THAT ADMINISTER TITLE I FUNDS TO SUPPORT ACADEMIC PROJECTS AND RELATED ACTIVITIES. TITLE I PROGRAMS FOR DISADVANTAGED PUPILS ARE EXAMINED IN ADDITION BY INTERESTED PARENTS' AND CITIZENS' COMMITTEES, AND BY RESEARCH SCIENTISTS WHO SPECIALIZE IN LEARNING PROBLEMS OF DISADVANTAGED CHILDREN AND YOUTH. NONETHELESS, THIS IS CONSIDERED THE FIRST REPORT THAT ENDEAVORS TO EXAMINE THE NATURE AND EXTENT OF TITLE I ACTIVITIES CONDUCTED THROUGH STATE AND LOCAL PUBLIC EDUCATION AGENCIES, AND THE FIRST TO EXAMINE TITLE I PERFORMANCE AS AN INSTRUMENT OF NATIONAL POLICY. (AUTHOR/JM)

ED047058 UD011233
EVALUATION REPORT: ESEA TITLE I. NOV 70, 114P.

THIS IS AN EVALUATION REPORT OF ESEA TITLE I PROGRAMS IN ST. LOUIS, MISSOURI WHICH MAINTAINS THAT DESPITE THE DECLINE IN FUNDS, ST. LOUIS' TITLE I CHILDREN HELD THEIR OWN. IN 1970, THESE STUDENTS SCORED ABOUT TWO MONTHS HIGHER ON ACHIEVEMENT TESTS THAN THEY HAD IN 1966. THE FACT THAT TITLE I STUDENTS ARE

NOT LOSING GROUND IS CONSIDERED A SIGNIFICANT ACHIEVEMENT. EACH REPORT INCLUDED IN THIS EVALUATION HAS TWO SECTIONS. THE "PROGRAM SUMMARY" SECTION DESCRIBES THE OBJECTIVES OF THE PROGRAM AND ITS BASIC PROCEDURES FOR ACHIEVING THE OBJECTIVES

ED047098 VT012322
MAN-EDUCATION-WORK CONFERENCES. FEB 70, 83P.

THE ADVISORY COUNCIL ON VOCATIONAL EDUCATION IN 1968 ISSUED A REPORT ON PROGRAM IMPLEMENTATION AND GOAL ACHIEVEMENT IN VOCATIONAL EDUCATION. SIX REGIONAL CONFERENCES AND A SUMMARY CONFERENCE WERE HELD IN THE FALL OF 1968 TO EVALUATE THAT REPORT AND DETERMINE ITS IMPLICATIONS FOR GOVERNMENT ACTION. A BROAD GOAL OF THESE CONFERENCES WAS TO INCREASE PUBLIC UNDERSTANDING OF VOCATIONAL EDUCATION AND ITS OBJECTIVES. THE CONFERENCES GENERALLY AGREED THAT VOCATIONAL EDUCATION NEEDS MORE POWER AND MONEY, AND THAT ITS RELATIONSHIPS WITH INDUSTRY, GENERAL EDUCATION, AND OTHER TRAINING PROGRAMS FOR THE DISADVANTAGED SHOULD BE STRENGTHENED. THIS REPORT IS A PARTIAL SELECTION AND SUMMARY OF IDEAS AND PROPOSALS OF THE SEVEN CONFERENCES. MANY OF THE ISSUES WHICH CONFRONTED THE CONFEREES REMAIN UNSOLVED IN SPITE OF THE PASSAGE OF THE VOCATIONAL EDUCATION ACT OF 1968. (BH)

ED047105 VT012373
LEARNING A LIVING: CAREER EDUCATION IN ARIZONA. LEE, ARTHUR M.; FITZGERALD, DORRIS, ED., 70, 184P.

COMPREHENSIVE INFORMATION IN THE FIELD OF VOCATIONAL EDUCATION IS A NECESSITY FOR PURPOSES OF ANNUAL STATE PLANS, EVALUATIONS, AND 5-YEAR PROJECTIONS. ALL AVAILABLE INFORMATION ABOUT CAREER EDUCATION IN ARIZONA THROUGH MID-1970 HAS BEEN COMPILED IN THIS REPORT, AND AN ANNUAL SUPPLEMENT WILL UPDATE IT. THE REPORT ALSO SHOWS HOW WELL THE EDUCATIONAL SYSTEM OF THE STATE IS MEETING ITS RESPONSIBILITY OF PREPARING STUDENTS FOR CAREERS BELOW THE PROFESSIONAL LEVEL. FOR THESE REASONS THE REPORT REVIEWS: (1) THE LEGISLATIVE HISTORY AND DEVELOPMENT OF VOCATIONAL EDUCATION IN ARIZONA, (2) THE SCHOOL PROGRAMS AT ALL LEVELS, (3) MANPOWER TRAINING AND PRIVATE PROGRAMS, (4) METHODS OF HELPING STUDENTS DETERMINE CAREER CHOICE, (5) PROGRAM PLANNING AND BUDGETING, AND (6) RESEARCH AND CHANGE. MATERIAL IN THE REPORT WAS REVIEWED BY THE STATE DEPARTMENT OF EDUCATION, STATE ADVISORY COUNCIL, AND OTHER AGENCIES AND INSTITUTIONS WHERE APPROPRIATE, AND WAS USEFUL TO THE STATE ADVISORY COUNCIL IN PREPARING ITS ANNUAL REPORT TO THE OFFICE OF EDUCATION. RECOMMENDATIONS AND CONCLUSIONS ARE INCLUDED, AND NUMEROUS PHOTOGRAPHS SUPPLEMENT THE TEXT. (CD)

ED047111 VT012391
INVENTORY OF VOCATIONAL EDUCATION STATISTICS AVAILABLE IN FEDERAL AGENCIES. MAY 70, 65P.
HC NOT AVAILABLE FROM EDRS.

IN AN ATTEMPT TO ORGANIZE STATISTICAL INFORMATION ON THE VARIOUS FEDERAL VOCATIONAL EDUCATION AND MANPOWER DEVELOPMENT PROGRAMS, A SURVEY WAS MADE OF THE APPROPRIATE FEDERAL AGENCIES. THIS REPORT ON THAT SURVEY LISTS THE INFORMATION AVAILABLE ON NATIONAL STUDIES AND PROGRAMS NOT MORE THAN 5 YEARS OLD. (BH)

ED047115 / VT012435
A MATHEMATICAL PROGRAMMING . MODEL FOR THE EFFICIENT ALLOCATION OF VOCATIONAL TECHNICAL EDUCATION FUNDS. 70, 92P.

THIS MATHEMATICAL PROGRAMING MODEL WAS DEVELOPED TO PROVIDE THE STATE BOARD OF EDUCATION WITH COMPLETE INFORMATION FOR EVALUATING DECISIONS ABOUT THE EFFICIENT ALLOCATION OF VOCATIONAL EDUCATION FUNDS TO LOCAL SCHOOL DISTRICTS. THE MODEL, BASED ON A SUPPLY-DEMAND CRITERION, WAS TESTED ON A SET OF OCCUPATIONAL TRAINING PROGRAMS WITHIN A GIVEN LABOR MARKET AREA OF PENNSYLVANIA. IT WAS THUS DEMONSTRATED THAT THE MODEL PROVIDES A GENERALIZABLE PROCEDURE THAT CAN BE APPLIED TO ALL LABOR MARKETS IN THE STATE. THE STUDY INTEGRATES THEORIES AND CONCEPTS FROM THE FIELDS OF VOCATIONAL EDUCATION, OPERATIONS RESEARCH, EDUCATIONAL ADMINISTRATION, AND MATHEMATICAL ECONOMICS. THE GENERALIZABILITY OF THE MODEL IS ALSO ENHANCED BY THE FACT THAT THE ADMINISTRATION OF VOCATIONAL EDUCATION PROGRAMS IN EVERY STATE MUST FOLLOW THE REGULATIONS SET FORTH IN THE GUIDELINES PROVIDED BY THE U.S. OFFICE OF EDUCATION. THIS REPORT IS BASED ON A DOCTORAL DISSERTATION. (AUTHOR)

ED047129 VT012499
GUIDELINES FOR THE DEVELOPMENT OF PREVOCATIONAL EDUCATION PROGRAMS AT THE JUNIOR HIGH SCHOOL LEVEL. RESEARCH SERIES IN AGRICULTURAL EDUCATION. BUDKE, WESLEY E.; WOODIN, RALPH J., OCT 70, 37P.

THIS PUBLICATION REPORTS THE RESULTS OF A DOCTORAL DISSERTATION WHICH SOUGHT TO DEVELOP GUIDELINES FOR ORGANIZING, OPERATING, AND ADMINISTERING PREVOCATIONAL EDUCATION PROGRAMS. THE GUIDELINES WERE DEVELOPED FROM QUESTIONNAIRES RETURNED BY 70 DIRECTORS OF LOCAL OCCUPATIONAL ORIENTATION AND EXPLORATION PROGRAMS, A REVIEW OF RELATED LITERATURE, AND AN INVENTORY OF COMMON PROGRAM AREAS SUBMITTED TO A JURY OF EXPERTS, WHO INDICATED THE RELATIVE IMPORTANCE OF EACH. THE RESULTING GUIDELINES COVER: (1) PROGRAM OBJECTIVES, (2) PROGRAM DESIGN, (3) INSTRUCTIONAL STAFF SELECTION, (4) GRADE LEVEL OF STUDENT INVOLVEMENT, (5) STAFF TRAINING, (6) PROGRAM FINANCING, (7) CURRICULUM AND ACTIVITIES, (8) COMMUNITY INVOLVEMENT, (9) STUDENT SELECTION, (10) FACILITIES AND EQUIPMENT, (11) GUIDANCE AND COUNSELING SERVICES, (12) ADMINISTRATION AND SUPERVISION, AND (13) PROGRAM EVALUATION. THE COMPLETE PH.D. DISSERTATION IS ANNOUNCED AS ED 042 926. (SB)

ED047133 VT012518
VOCATIONAL AND TECHNICAL EDUCATION. ANNUAL REPORT, FISCAL YEAR 1968. 70, 193P.
HC NOT AVAILABLE FROM EDRS.

DURING FISCAL YEAR 1968, SIGNIFICANT CHANGES AND IMPROVEMENTS IN VOCATIONAL AND TECHNICAL EDUCATION WERE REPORTED ACROSS THE NATION. THE CONTINUING FLOW OF FEDERAL FUNDS AND THE GREATER PROGRAM FLEXIBILITY UNDER THE VOCATIONAL EDUCATION ACT OF 1963, TOGETHER WITH INCREASED STATE AND LOCAL EXPENDITURES, MADE POSSIBLE EXPANSION OF ONGOING PROGRAMS AND DEVELOPMENT OF SOME NEEDED NEW PROGRAMS. HOWEVER, DESPITE NOTABLE PROGRESS, THERE ARE MANY POPULATION GROUPS AND AREAS WHICH VOCATIONAL EDUCATION IS EITHER NOT SERVING OR NOT SERVING ADEQUATELY. AS MANPOWER REQUIREMENTS AND THE VOCATIONAL EDUCATION NEEDS OF PEOPLE CONTINUE TO CHANGE RAPIDLY, VOCATIONAL EDUCATION SHOULD BE MADE MORE FLEXIBLE, INNOVATIVE, AND RELEVANT. INCREASED RESOURCES AND EFFECTIVE LEADERSHIP ARE URGENTLY NEEDED AT THE LOCAL, STATE, AND FEDERAL LEVELS TO ESTABLISH A COMPREHENSIVE, RESPONSIVE SYSTEM OF OCCUPATIONAL EDUCATION WHICH WILL HELP PROVIDE ADEQUATE EDUCATIONAL OPPORTUNITY FOR ALL YOUTHS AND ADULTS IN EVERY COMMUNITY. TABLES OF DATA COLLECTED FROM THE STATES ARE APPENDED. (AUTHOR/JS)

ED047177 AA000670
MIDTERM REPORT #3, VOLUME III. FORT LINCOLN NEW TOWN EDUCATION SYSTEM. 7 OCT 69, 215P.

VOLUME III OF THE MIDTERM REPORT FOR THE FORT LINCOLN NEW TOWN (FLNT) EDUCATION SYSTEM IS A REVISION OF SOME OF THE PRELIMINARY SPECIFICATIONS AND IS ADDRESSED TO THE TEACHERS, ADMINISTRATORS, STUDENTS, AND COMMUNITY RESIDENTS WHO WILL BE USING THE FACILITY. THREE ADDITIONAL PLANS OF THE "OPEN PLAN" FOR THE FLNT FIRST FACILITY ARE INCLUDED. THE FIRST FACILITIES PLAN, DESCRIBES THE INTERIOR FEATURES, FURNITURE, EQUIPMENT, AND LISTS THE SUPPLIERS. THE SECOND, FUNDING PLAN, DISCUSSES BUDGET ESTIMATES IN A PROGRAM FORMAT AND THE THIRD, IMPLEMENTATION PLAN, DEFINES THE TASKS TO BE PERFORMED AND THE SCHEDULE TO BE MAINTAINED TO OPEN THE FIRST FACILITY. (FOR RELATED DOCUMENTS SEE ED 047 171 THROUGH ED 047 188.) (LS)

ED047180 AA000673
ADMINISTRATIVE PROCEDURES FOR THE FORT LINCOLN SCHOOLS. FORT LINCOLN NEW TOWN EDUCATION SYSTEM. 6 APR 70, 151P.

THIS IS AN OPERATING MANUAL FOR ADMINISTRATION OF THE EDUCATIONAL PROGRAM TO BE USED BY THE STAFF OF THE FORT LINCOLN FIRST FACILITY. IT DETAILS SPECIFICATIONS REGARDING INFORMATION FLOW, STORAGE, OUTPUT, TIME CYCLES, STAFFING PROVISIONS, AUTHORITY AND RESPONSIBILITY PROVISIONS. AN EFFORT HAS BEEN MADE TO INCLUDE THOSE ELEMENTS CRITICAL TO INSTALLING A FLEXIBLE SYSTEM, AND WHICH WILL PERMIT THE GROWTH OF POLICIES AND PROCEDURES WHICH WILL SERVE THE PARTICULAR NEEDS OF THE FORT LINCOLN SCHOOLS. THE AREAS COVERED INCLUDE REGISTRATION, ATTENDANCE, SAFETY, AND TRANSPORTATION OF STUDENTS

ED047187 AA000680
FORT LINCOLN SCHOOL COST MODEL AND FUNDING FOR COMPREHENSIVE PLAN. FORT LINCOLN NEW TOWN EDUCATION SYSTEM. COHEN, BONNIE; AND OTHERS, 24 APR 70, 68P.

AS PART OF THE OVERALL EDUCATION PLANS FOR FORT LINCOLN NEW TOWN (FLNT) AN AUTOMATED SCHOOL COST MODEL WAS DEVELOPED. CHAPTER 1 OVERVIEWS THE FLNT MODEL'S FEATURES AND SETS ITS OPERATIONAL CONTEXT, WHILE CHAPTER 2 DISCUSSES THE MODEL IN DETAIL. THE APPENDICES PROVIDE MODEL INPUTS AND COST CALCULATIONS, NAMES OF APPROXIMATELY 500 INPUTS USED IN THE MODEL PLUS CODES USED FOR CALCULATING EQUATIONS, AND PROVIDES THE CODED EQUATIONS USED TO CALCULATE THE COSTS FOR EACH COST CATEGORY, FOR INVESTMENT COSTS AND FOR OPERATING COSTS.

ED047189 AA000682
PLANNING A YEAR-ROUND SCHOOL OPERATION (A CASE-STUDY OF THE VALLEY VIEW SCHOOL DISTRICT 45-15 PLAN). FINAL REPORT. JAN 71, 151P.

THE YEAR-ROUND SCHOOL OPERATION OF THE VALLEY VIEW SCHOOL DISTRICT IS DESCRIBED FROM ITS PLANNING STAGES THROUGH THE IMPLEMENTATION OF THE PLANS. A "45-15 PLAN" PROVIDES FOR EACH PUPIL FORTY-FIVE DAYS OF INSTRUCTION AND FIFTEEN EQUIVALENT DAYS OF VACATION. WITH THE CYCLE REPEATED FOUR TIMES EACH YEAR, ONE-FOURTH OF THE PUPILS ARE ON VACATION AT ANY ONE TIME. THE EXPERIENCE HAS SHOWN THAT THERE ARE THREE MAIN PROBLEMS TO BE SOLVED IN UNDERTAKING SUCH A PLAN. THESE ARE: STUDENT SCHEDULING, TEACHER SCHEDULING, AND WINNING

COMMUNITY SUPPORT. THE MOST DIFFICULT OF THESE IS STUDENT SCHEDULING, BUT THIS PROBLEM CAN BE EASED CONSIDERABLY BY THE USE OF INDIVIDUALIZED INSTRUCTION AND BY HAVING AS LARGE AN ENROLLMENT AS POSSIBLE IN EACH SCHOOL. ATTACHED ARE APPENDICES INCLUDING INSTRUMENTS USED IN THE STUDY AND QUESTIONNAIRES USED AMONG CONCERNED PARTICIPANTS. (DAS)

ED047275 AC010083
DOOR TO OPPORTUNITY: TITLE V, ECONOMIC OPPORTUNITY ACT. FEB 70, 69P.
HC NOT AVAILABLE FROM EDRS.

THE DOCUMENT IS A SUMMARY REPORT OF THE PROVISIONS OF TITLE V, ECONOMIC OPPORTUNITY ACT, AND THE ORGANIZATION AND IMPLEMENTATION OF SUBSEQUENT PROGRAMS. THE ACT WAS DESIGNED TO EXPAND THE OPPORTUNITIES FOR CONSTRUCTIVE WORK EXPERIENCE AND NEEDED TRAINING FOR PERSONS WHO WERE UNABLE TO SUPPORT OR CARE FOR THEMSELVES OR THEIR FAMILIES. THE DOCUMENT IS DIVIDED INTO THREE PARTS. THE FIRST PART COVERS BACKGROUND INFORMATION--LEGISLATIVE HISTORY, ADMINISTRATIVE POLICIES, THE GENERAL NATURE AND DISTRIBUTION OF PROJECTS, PROBLEMS ENCOUNTERED, AND CHARACTERISTICS OF THE TRAINEES. THE SECOND PART DISCUSSES THE SOCIAL AND ECONOMIC EFFECTS OF THE PROGRAMS--MEASURING THE EFFECTIVENESS AND EFFECTS. THE LAST PART PRESENTS THE IMPLICATIONS OF TITLE V. FOUR APPENDICES OUTLINE THE OCCUPATIONS PARTICIPANTS WERE TRAINED FOR, FEDERAL FUNDS APPROVED FOR TITLE V PROJECTS, TITLE V RESEARCH STUDIES, AND THE PRINCIPAL OFFICIALS, 1964-69. (PT)

ED047355 EA003256
PLANNING PROGRAMMING BUDGETING SYSTEM: FISCAL YEAR 1971. 30 JUN 70, 149P.
HC NOT AVAILABLE FROM EDRS.

TO INCREASE THE EFFICIENCY OF HUMAN AND FINANCIAL RESOURCE ALLOCATIONS, THE EL DORADO COUNTY, CALIFORNIA, OFFICE OF EDUCATION INITIATED A PLANNING, PROGRAMING, BUDGETING SYSTEM (PPBS). THIS DOCUMENT IS A PROGRESS REPORT ON THE EFFECTIVENESS OF THE SYSTEM AFTER ONE YEAR OF OPERATION. IT CONTAINS (1) A STATEMENT ON GOALS, (2) CHARTS OF THE PROGRAM STRUCTURE, AND (3) DESCRIPTIONS, BUDGETS, AND FINANCIAL PLANS FOR 69 INSTRUCTIONAL AND ADMINISTRATIVE PROGRAMS. THE PROJECT WAS FUNDED BY AN ESEA TITLE III GRANT. [NOT AVAILABLE IN HARD COPY DUE TO MARGINAL LEGIBILITY.] (RA)

ED047356 EA003263
A SYSTEMS APPROACH TO THE DEVELOPMENT OF AN EVALUATION SYSTEM FOR ESEA TITLE III PROJECTS. YOST, MARLEN; MONNIN, FRANK J., 69, 35P.

A MAJOR ACTIVITY OF ANY ESEA TITLE III PROJECT IS EVALUATION. THIS PAPER SUGGESTS EVALUATION METHODS ESPECIALLY APPROPRIATE TO SUCH PROJECTS BY APPLYING A SYSTEMS APPROACH TO THE EVALUATION DESIGN. EVALUATION AS A SYSTEM IS DIVIDED INTO THREE SUBSYSTEMS.

ED047365 EA003275
PERCEPTIONS OF THE EDUCATIONAL POLICY-MAKING PROCESS IN NEW YORK STATE: EDUCATIONAL INTEREST GROUP LEADERS AND STATE LEGISLATORS. MILSTEIN, MIKE M.; JENNINGS, ROBERT E., FEB 71, 27P.

THIS STUDY COMPARES THE PERCEPTIONS OF THE EDUCATIONAL POLICYMAKING PROCESS HELD BY EDUCATION INTEREST GROUP STAFFS WITH THOSE OF STATE LEGISLATORS. STRUCTURED INTERVIEWS WERE HELD WITH EXECUTIVE OFFICERS IN SIX MAJOR EDUCATION ORGANIZATIONS, AND 207 LEGISLATORS WERE SURVEYED BY PERSONAL INTERVIEWS DURING THE 1969 LEGISLATIVE SESSION. CATEGORIES FOR COMPARISON INCLUDED (1) HOW LEGISLATION IS MOVED, (2) ROLES OF COMMITTEES, (3) CHAIRMEN AND HOUSE LEADERSHIP, (4) THE FUNCTION OF LEGISLATIVE EXPERTS, AND (5) INTEREST GROUP INFLUENCE. RESULTS INDICATE THAT EDUCATION GROUPS TEND TO GENERALIZE LEADERSHIP'S CONTROL, UNDERPLAY NONPARTY ASPECTS, AND UNDERESTIMATE EXPERTS' INFORMAL INFLUENCES. THESE FINDINGS IMPLY THAT GREATER DIFFERENTIATION OF STRATEGIES CAN BE UTILIZED BY EDUCATION INTEREST GROUPS IN DEALING WITH THE LEGISLATURE. (HARD COPY MAY REPRODUCE POORLY BECAUSE OF MARGINAL LEGIBILITY.) (AUTHOR/LLR)

ED047366 EA003276
INPUT AND OUTPUT ANALYSIS OF SUBURBAN ELEMENTARY SCHOOL DISTRICTS. FEB 71, 24P.

THE RELATIONSHIP OF CERTAIN INPUT VARIABLES TO OUTPUT WAS DETERMINED BY A MULTIPLE REGRESSION ANALYSIS, USING A SAMPLE OF 44 SUBURBAN ELEMENTARY SCHOOL DISTRICTS. THE FOUR INPUT FACTORS WERE: (1) SOCIOECONOMIC CHARACTERISTICS, (2) ASSESSED VALUATION, (3) PER-PUPIL OPERATING EXPENDITURE, AND (4) EDUCATIONAL TREATMENTS. THE OUTPUT WAS MEAN SCORES ON THE STANFORD ACHIEVEMENT TEST FOR THE FOURTH AND SEVENTH GRADES. FOR BOTH GRADES, THE FACTOR MOST HIGHLY RELATED WITH ACHIEVEMENT WAS SOCIOECONOMIC CHARACTERISTICS. THE AVERAGE CLASS SIZE FACTOR WAS SIGNIFICANTLY RELATED WITH ACHIEVEMENT AT GRADE SEVEN, AND THE SPECIAL AREA TEACHERS FACTOR RELATED WITH ACHIEVEMENT AT GRADE FOUR. (AUTHOR/RA)

ED047372 EA003282
PPBS: FOCUS ON OUTPUT PERFORMANCE. ONE LOCAL DISTRICT. FEB 71, 27P.

THIS DOCUMENT DESCRIBES EFFORTS TO DEVELOP A PLANNING-PROGRAMING-BUDGETING SYSTEM IN A KENOSHA, WISCONSIN, SCHOOL DISTRICT OF MEDIUM SIZE. THE PPBS IS TO BE IMPLEMENTED IN TWO PHASES: (1) AN EXPERIMENTAL PROGRAM-ORIENTED BUDGET FOR THE 1970-1971 SCHOOL YEAR, AND (2) A 5-YEAR PLAN TO REEVALUATE AND DEVELOP A PROGRAM STRUCTURE AND PROGRAM GOALS FOR THE KENOSHA SCHOOLS. EMPHASIS IS PLACED ON THE ACCOUNTING AND INFORMATION PROCESSING NEEDS OF THE KENOSHA DISTRICT. THE MAJOR IMPLEMENTATION DIFFICULTY IS THE LACK OF GUIDANCE AND ASSISTANCE FROM NATIONAL AND STATE LEVELS. (COMPUTER PRINTOUT ON PAGES 23-25 MAY REPRODUCE POORLY.) (RA)

ED047375 EA003285
AN OPERATIONAL MODEL FOR EDUCATIONAL PPBS. 5 FEB 71, 15P.

A GULF EXISTS BETWEEN WHAT IS KNOWN ABOUT ADMINISTRATION AND HOW THIS KNOWLEDGE IS USED TO IMPROVE ADMINISTRATIVE PRACTICE. A PILOT PROJECT, TO PROVIDE ONE BRIDGE FROM THEORY TO PRACTICE THROUGH AN OPERATIONAL MODEL, APPLIES SYSTEMS ANALYSIS TO THE ADMINISTRATION OF SCHOOL DISTRICTS. THE COMPLETED OPERATIONAL MODEL, DEVELOPED IN THE MARYVALE SCHOOL DISTRICT IN ERIE COUNTY, NEW YORK, EXPLAINS DETAILED SUBSYSTEMS FOR IMPLEMENTING A COMPREHENSIVE PLANNING-PROGRAMING-BUDGETING SYSTEM (PPBS). IT IS DESIGNED FOR APPLICATION IN DISTRICTS OF LESS THAN 25,000 STUDENTS IN WESTERN NEW YORK STATE. (AUTHOR/RA)

ED047377 EA003287
OPTIMUM SIZE OF SCHOOL DISTRICTS RELATIVE TO SELECTED COSTS. SABULAO, CESAR M.; HICKROD, G. ALAN. DEC 70, 25P.

TWO THEORIES DIRECT RESEARCHERS IN THEIR EFFORTS TO FIND THE OPTIMUM SCHOOL OR DISTRICT SIZE. THE FIRST THEORY HOLDS THAT EXPENDITURES PER STUDENT DECREASE AS THE SIZE OF THE SCHOOL INCREASES. THE SECOND THEORY MAINTAINS THAT THE FIRST IS TRUE ONLY TO A CERTAIN ENROLLMENT LEVEL AT WHICH POINT THE GREATER COMPLEXITY OF THE SCHOOL INCREASES EXPENDITURES PER STUDENT. USING SAMPLES OF 100 ELEMENTARY, 100 SECONDARY, AND 100 UNIT DISTRICTS FROM ILLINOIS, REGRESSION ANALYSIS SHOWED THE SECOND THEORY TO BE MORE NEARLY CORRECT. THE OPTIMUM DISTRICT SIZE IN TERMS OF PER STUDENT OPERATING EXPENDITURES WAS 750 IN AN ELEMENTARY DISTRICT (K-8), 500 IN A SECONDARY DISTRICT (9-12), AND 5,000 IN A UNIT DISTRICT (K-12). (RA)

ED047386 EA003298
A LOOK TO THE FUTURE: PROGRESS THROUGH FACILITY EVALUATION AND PLANNING, AND APPENDIX: EDUCATIONAL FACILITIES EVALUATION. DAYTON CITY SCHOOL DISTRICT. A REPORT FOR THE SUPERINTENDENT AND BOARD OF EDUCATION. CANDOLI, I. C.; AND OTHERS, DEC 70, 317P.

THIS DETAILED STUDY EXAMINES THE SHORT- AND LONG-RANGE FACILITY NEEDS OF DAYTON CITY SCHOOL DISTRICT. EXTENSIVE TABLES ILLUSTRATE STUDY FINDINGS

ED047387 EA003299
EDUCATIONAL BENEFIT-COST ANALYSIS AND THE PROBLEM OF SCALE. 6 FEB 71, 10P.

BENEFIT-COST ANALYSIS CONSISTS OF ESTABLISHING RATIOS OF BENEFITS TO COSTS FOR A SET OF PROJECT VARIANTS. THE DECISION RULE IS TO SELECT THAT PROJECT VARIANT WHERE THE RATIO IS A MAXIMUM. THIS PAPER ARGUES THAT SPECIFICATION AND ESTIMATION ERRORS CAN CONTRIBUTE TO FINDINGS FOR LARGE-SCALE SYSTEMS OF BENEFIT-COST RATIOS APPROXIMATING ZERO. THE FEASIBILITY OF DESCRIPTIVE, STRUCTURAL, AND EXPERIMENTAL APPROACHES TO BENEFIT-COST ANALYSIS IS DISCUSSED. A BENEFIT-COST MODEL IS PRESENTED FOR THE SMALL-SCALE EDUCATIONAL PROJECT. THIS MODEL IS GENERALIZED TO A LARGE-SCALE SYSTEM, AND IT IS DEMONSTRATED THAT SCALEUP FACTORS SUCH AS COMMUNICATION AND CONTROL IN THE ORGANIZATION, OFTEN OVERLOOKED, PROVIDE SPECIFICATION ERRORS THAT CONTRIBUTE TO THE FINDING OF NEGLIGIBLE BENEFIT-COST RATIOS. (AUTHOR)

ED047388 EA003300
PPBS -- A STATEWIDE APPROACH. FEB 71, 8P.

TO ENSURE A MORE UNIFORM ACCOUNTING SYSTEM AND BETTER COMMUNICATION WITH ITS SCHOOLS, THE STATE OF CALIFORNIA IS INTRODUCING A PLANNING-PROGRAMING-BUDGETING SYSTEM IN ALL ITS PUBLIC SCHOOL DISTRICTS. SCHOOLS MUST (1) IDENTIFY SPECIFIC GOALS FOR THE MANAGEMENT OF THE SCHOOL SYSTEM, AND (2) SUBDIVIDE FUNCTIONAL AREAS INTO MANAGEABLE UNITS. THE USE OF PROGRAM BUDGETING ASSURES UNIFORM ACCOUNTING AND A BETTER RELATIONSHIP AMONG SCHOOLS, COMMUNITY MEMBERS, AND STATE AGENCIES. (CHART MAY REPRODUCE POORLY IN HARD COPY.) (RA)

ED047389 EA003301
PREDICTION OF FEDERAL AID ALLOCATIONS TO LOCAL SCHOOL DISTRICTS IN CONNECTICUT. 5 FEB 71, 17P.

THE PURPOSE OF THE RESEARCH WAS TO DETERMINE WHICH COMMUNITY CHARACTERISTICS, AMONG THE 29 STUDIED, WERE STATISTICALLY MOST USEFUL AS PREDICTORS OF PER-PUPIL FEDERAL AID TO THE 169 SCHOOL DISTRICTS OF CONNECTICUT. THREE REGRESSION MODELS WERE DEVELOPED USING COMMUNITY TRAITS AS PREDICTORS OF FEDERAL AID ALLOCATIONS. COMMUNITY CHARACTERISTICS REFLECTING NEED -- AS DEFINED BY LAW -- WERE FOUND TO BE THE BEST PREDICTORS IN ALL THREE MODELS. A JUDGED RATING OF THE TOWN'S ORGANIZATION AND AGGRESSIVENESS IN THE PURSUIT OF FEDERAL FUNDS WAS ALSO A SIGNIFICANT PREDICTOR. MULTIPLE CORRELATION COEFFICIENTS FOR ALL MODELS WERE SIGNIFICANT AT THE .01 LEVEL, AND CROSS VALIDATION INDICATED LITTLE SHRINKAGE. (AUTHOR)

ED047391 EA003303
THE ELASTICITY OF COST-EFFECTIVENESS: IMPLICATIONS FOR PUBLIC SECTOR DECISION-MAKING. FEB 71, 11P.

PUBLIC SECTOR ECONOMIC ANALYSIS DIFFERS FROM PRIVATE SECTOR ANALYSIS IN THAT THE FORMER ASSUMES CONTINUOUS FUNCTIONS AND VERY SMALL DEPARTURES FROM EXISTING CONDITIONS WHILE THE LATTER IS GENERALLY CONCERNED WITH LARGE DISCRETE EITHER-OR DECISIONS. THIS PAPER (1) DEFINES AN ANALYTIC MEASURE THAT RELATES EFFECTIVENESS AND COST SO THAT THE CONTRIBUTIONS OF SYSTEM ELEMENTS TO TOTAL SYSTEM EFFECTIVENESS AND TOTAL SYSTEM COST MAY BE APPRAISED, (2) SHOWS HOW THIS MEASURE HAS BEEN APPLIED TO HEALTH AND PHYSICAL EDUCATION PROGRAMS IN A SCHOOL DISTRICT, AND (3) EVALUATES THE MEASURE BY HIGHLIGHTING ITS POTENTIAL USEFULNESS AND LIMITATIONS. (REPRODUCTIONS MAY BE POOR BECAUSE OF LOW CONTRAST LEVEL OF PRINT.) (AUTHOR/LLR)

ED047392 EA003304
UP FROM THE COMPREHENSIVE PLAN: A STRATEGY FOR ANNUAL DEVELOPMENT PROGRAMMING. OCT 70, 11P.

THE COMPREHENSIVE CITY PLANNING PROCESS FOR THE 70S MUST BE BROAD IN ACTIVITY -- RESEARCH, PLANNING, AND PROGRAMING

ED047394 EA003307
ESTABLISHING THE INTERMEDIATE UNIT. 70, 56P.

THE STATE OF PENNSYLVANIA ACT 102 ESTABLISHES A SYSTEM OF 29 INTERMEDIATE UNITS, CREATES INTERMEDIATE UNIT BOARDS OF DIRECTORS, SPELLS OUT THEIR DUTIES AND FUNCTIONS, AND PROVIDES A SYSTEM OF FINANCING THEIR OPERATIONS. THIS HANDBOOK HAS BEEN PREPARED BY THE PENNSYLVANIA DEPARTMENT OF EDUCATION TO PROVIDE INTERMEDIATE UNIT BOARDS OF DIRECTORS, STAFFS, AND SCHOOL ADMINISTRATORS AND DIRECTORS WITH GUIDELINES AND STATEMENTS PERTINENT TO THE ESTABLISHMENT AND EARLY OPERATION OF THE INTERMEDIATE UNITS. (AUTHOR)

ED047403 EA003316
A LITIGATION PACKET FOR TITLE I OF THE ELEMENTARY AND SECONDARY EDUCATION ACT. [70], 95P.

THIS PACKET, CONTAINING MODEL PAPERS AND OTHER INFORMATION NECESSARY FOR INITIATING TITLE I LITIGATION, IS DESIGNED TO PROVIDE THE BASIC TOOLS FOR LAWYERS WHO MAY WISH TO BRING A LAWSUIT IN A FEDERAL COURT TO COMPEL THE EXPENDITURE OF TITLE I FUNDS IN A LAWFUL MANNER. THE MATERIAL INCLUDES A GENERAL DISCUSSION OF TITLE I ISSUES

ED047405 EA003318
EVOLVING EDUCATIONAL GOALS FOR CALIFORNIA SCHOOLS: FOUR CASE STUDIES. OCT 70, 75P.

THIS REPORT DOCUMENTS THE EFFORTS OF FOUR SCHOOL DISTRICTS TO BRING THEIR COMMUNITIES INTO THE DECISIONMAKING PROCESS AT THE LEVELS OF BASIC EDUCATIONAL PHILOSOPHY AND IMMEDIATE LOCAL NEEDS AND GOALS. THE DOCUMENT (1) IDENTIFIES THE PROCEDURES EACH DISTRICT USED TO ENGAGE AND INVOLVE THE COMMUNITY IN THE DECISIONMAKING PROCESS, (2) CHARTS THE APPROACHES USED BY ALL FOUR DISTRICTS IN DEVELOPING THE GOALS, (3) IDENTIFIES SIMILARITIES AND DIFFERENCES IN THE APPROACHES USED IN GOAL DEVELOPMENT, (4) PROVIDES A REFERENCE FOR SCHOOL DISTRICTS CONTEMPLATING THE DEVELOPMENT OF STATEMENTS OF PHILOSOPHY AND GOALS EFFORTS DESIGNED TO INVOLVE THEIR COMMUNITIES, AND (5) OUTLINES RECOMMENDATIONS FOR DEVELOPING DISTRICTWIDE INVOLVEMENT IN SUCH A PHILOSOPHY AND GOALS EFFORT BASED ON THE EXPERIENCES OF THE FOUR DISTRICTS. (CHARTS ON PAGES 22, 29, 37, 43, AND 44 MAY REPRODUCE POORLY.) (AUTHOR)

ED047409 EA003322
EMERGING STATE RESPONSIBILITIES FOR EDUCATION. MORPHET, EDGAR L., ED.; JESSER, DAVID L., ED., OCT 70, 177P.

TECHNOLOGICAL REVOLUTION, KNOWLEDGE EXPLOSION, AND POPULATION EXPANSION ARE NECESSITATING A NEW ROLE DEFINITION FOR STATE EDUCATION AGENCIES. THIS NEW ROLE SHOULD BE TAILORED THROUGH AN ALLIANCE BETWEEN THE STATE AGENCY AND CITIZENS AND INSTITUTIONS WITH INTERESTS IN EDUCATION. SUCH AN ALLIANCE SHOULD ENSURE THAT THE STRUCTURE OF THE STATE EDUCATION AGENCY PROVIDE CREATIVE LEADERSHIP AND ASSIST THE DEVELOPMENT OF A PLANNING MECHANISM TO INSURE THAT FINAL DECISIONS OF THE AGENCY ARE BOTH DEFENSIBLE BY AND REFLECTIVE OF THE NEEDS AND WISHES OF THE PEOPLE. THE STATE AGENCY, IN CONJUNCTION WITH CITIZENS, MUST SEEK TO IMPROVE LEARNING ENVIRONMENTS, OPPORTUNITIES, AND PROCEDURES

ED047411 EA003324
FINANCING PENNSYLVANIA SCHOOLS. OCT 70, 9P.

THE CHARACTERISTICS, OBJECTIVES, AND APPLICATION OF THE PRESENT PENNSYLVANIA SUBSIDY SYSTEM ARE REVIEWED. THE RELATIVE ABILITY OF EACH SCHOOL DISTRICT TO SUPPORT ITS EDUCATIONAL PROGRAM IS EQUALIZED BY THE STATE PAYING EACH SCHOOL DISTRICT A SHARE OF THE COST OF ITS EDUCATIONAL PROGRAM. THE STATE'S SHARE FOR EACH SCHOOL DISTRICT VARIES IN RELATION TO THE ABILITY OF THE SCHOOL DISTRICT TO SUPPORT ITS PROGRAM. (MLF)

ED047418 EA003334
THE SCHOOL IN THE MIDDLE: DIVIDED OPINION ON DIVIDING SCHOOLS. A CENTER READER. BARNETT, LAWRENCE J., ED.; AND OTHERS, NOV 68, 317P.
DOCUMENT NOT AVAILABLE FROM EDRS.

THIS COLLECTION OF READINGS EVOLVED IN RESPONSE TO A NEED BY EDUCATORS AND COMMUNITY GROUPS FOR JUSTIFICATION FOR VARIOUS GRADE REORGANIZATION PLANS. WHILE THE COMPILATION ATTEMPTS TO FOCUS ON A TIMELY EDUCATIONAL TOPIC, IT REFLECTS VARYING ATTITUDES TOWARD CHANGE ON THE PART OF THE INDIVIDUAL CONTRIBUTORS AS WELL AS THEIR DIFFERENCES IN REGIONAL FOCUS. THOSE AUTHORS CONCERNED SPECIFICALLY WITH EDUCATION IN LARGE URBAN AREAS DISCUSS GRADE REORGANIZATION AS IT RELATES TO RACIAL AND ETHNIC PUPIL MIXES. DESCRIPTIVE MATERIALS FOR PRESENTATION TO BOARDS OF EDUCATION OR COMMUNITY GROUPS AND COST REFERENCE ARTICLES ARE INCLUDED. THE MATERIAL IS ARRANGED UNDER THREE BROAD TITLES.

ED047423 EA003365
A YEAR-LONG FIELD TESTING OF THE PROGRAM BUDGETING AND ACCOUNTING SYSTEM DEVELOPED BY THE MIDWESTERN STATES EDUCATIONAL INFORMATION PROJECT TO LAY THE FOUNDATION FOR PLANNING, PROGRAMMING, BUDGETING SYSTEMS IN SCHOOL DISTRICTS. FINAL REPORT. LOKKEN, HARRY; KEENAN, W. W., AUG 70, 168P.

THE PURPOSE OF THIS FIELD TEST WAS TO DETERMINE THE FEASIBILITY AND DESIRABILITY OF IMPLEMENTING A PROGRAM BUDGETING AND ACCOUNTING SYSTEM IN MINNESOTA SCHOOL DISTRICTS. ANALYSIS OF THE PROPOSED SYSTEM DETERMINED THAT IT WAS FEASIBLE FOR ADOPTION IN LOCAL EDUCATION AGENCIES. MODIFICATIONS WERE MADE IN THE CHART OF ACCOUNTS AND IN THE CODING STRUCTURE, AND INFORMATION AND REPORTING NEEDS FOR LOCAL EDUCATION AGENCIES WERE ESTABLISHED. A USERS MANUAL PROVIDES INFORMATION ON THE PROPOSED SYSTEM, ILLUSTRATES THE VARIETY OF OUTPUT REPORTS POSSIBLE FROM THE SYSTEM, AND PROVIDES THE LAYOUTS FOR COMMENCING COMPUTERIZATION OF THIS SYSTEM. (AUTHOR)

ED047429 EA003412
THE POLITICS AND ECONOMICS OF SCHOOL FINANCE. ERIC ABSTRACTS SERIES, NUMBER FIFTEEN. MAR 71, 26P.

ERIC ABSTRACTS ON THE POLITICS AND ECONOMICS OF SCHOOL FINANCE, ANNOUNCED IN RIE THROUGH DECEMBER 1970, ARE PRESENTED. THE KEY TERMS USED IN COMPILING THIS COLLECTION ARE "ECONOMIC FACTORS," "ECONOMIC RESEARCH," "ECONOMICS," "EDUCATIONAL ECONOMICS," "EDUCATIONAL FINANCE," "FINANCIAL SUPPORT," "POLITICAL INFLUENCES," "POLITICAL ISSUES," "POLITICAL POWER," AND "SOCIOECONOMIC INFLUENCES." THE FOLLOWING INFORMATION IS PRESENTED FOR EACH DOCUMENT: AUTHOR, TITLE, PLACE OF PUBLICATION, PUBLISHER, PUBLICATION DATE, NUMBER OF PAGES, ERIC DOCUMENT ("ED") NUMBER, PRICE AND AVAILABILITY, AND ABSTRACT. A SUBJECT INDEX IS CROSS-REFERENCED WITH THE DOCUMENT LISTING. (RA)

ED047433 EC031503
IMPACT 4 OF THE TITLE VI PROGRAMS IN THE STATE OF OREGON, SEPTEMBER, 1969 - AUGUST. 1970. 70, 144P.

THE REPORT CONTAINS THE THIRD PARTY EVALUATION MADE ON 23 PROJECTS IN OREGON FUNDED BY TITLE VI OF THE ELEMENTARY AND SECONDARY EDUCATION ACT (P.L. 89-750) DURING THE FISCAL YEAR 1970. DATA IN THE FOLLOWING AREAS IS PROVIDED FOR EACH OF THE PROJECTS: PROJECT TITLE, TYPE OF PROJECT (DISABILITY SERVED), LOCATION WITHIN THE STATE OF OREGON, EXACT FUNDING ALLOTTED, NUMBER OF CHILDREN SERVED, BACKGROUND AND RATIONALE, PROJECT OBJECTIVES, TEACHING METHODOLOGY OR DESIGN, EVALUATION PLAN, RESULTS OF PROJECT IN TERMS OF CHILD PERFORMANCE, AND THE THIRD PARTY EVALUATORS COMMENTS. IN ADDITION TO DATA ON INDIVIDUAL PROJECTS, INFORMATION IS PROVIDED ON OVERALL RESULTS AND GENERAL RECOMMENDATIONS. (RD)

ED047496 EM008696
A GUIDE FOR FILM TEACHERS TO FILMAKING BY TEENAGERS. 68, 47P.
DOCUMENT NOT AVAILABLE FROM EDRS.

BASED ON FOUR YEARS OF HELPING URBAN TEEN-AGERS PRODUCE THEIR OWN 16MM MOVIES, THIS MANUAL DISCUSSES TEEN-AGERS AS FILM MAKERS AND FILM MAKING AS SELF-EXPRESSION. IT SETS FORTH THE ADVANTAGES AND DISADVANTAGES OF 16MM AS OPPOSED TO 8MM FILM MAKING. IT GIVES SUGGESTIONS FOR EQUIPMENT AND A SUPPLY BUDGET FOR A BEGINNING WORKSHOP FOR TEN YOUNGSTERS. IT GIVES ADVICE ON HOW A TEACHER SHOULD DIRECT AND CURB THE ENTHUSIASM OF BEGINNING STUDENTS WHILE THEY ARE WORKING ON THEIR SCRIPTS. THE DIFFICULTIES OF SHOOTING A PICTURE AND OF EDITING IT ARE DEALT WITH. THE ADDITION OF SOUND TO THE FILM AND VARIOUS SOUND EFFECTS ARE DISCUSSED. STUDENT GROWTH DURING THE MAKING OF THE FILM AND THE RESPONSIBILITY OF THE TEACHER TO THIS GROWTH ARE DISCUSSED. SHOWING THE NEW YORK-MADE FILMS VIA "MOVIEBUS," A VOLKSWAGON OUTFITTED AS A PROJECTION BOOTH ON WHEELS, IS RELATED, AND WITH THE FEEDBACK-EFFECT OF AUDIENCE REACTION ON THE TEEN-AGERS WHO HAD MADE THE FILMS. (MF)

ED047500 EM008700
A SURVEY OF COMPUTING ACTIVITIES IN SECONDARY SCHOOLS. FINAL REPORT. KOROTKIN, ARTHUR L.; AND OTHERS, OCT 70, 157P.

RESULTS OF A SURVEY OF SECONDARY SCHOOLS INDICATE THAT THE USE OF COMPUTERS, ESPECIALLY FOR INSTRUCTIONAL PURPOSES, HAS GROWN RAPIDLY. HOWEVER, THE DIVERSITY OF USE IS STILL LIMITED. THE MOST PREVALENT APPLICATIONS ARE PROBLEM SOLVING AND ELECTRONIC DATA PROCESSING (EDP) SKILLS TRAINING. THE MAJOR EMPHASIS OF COMPUTER APPLICATION IS ON TEACHING STUDENTS TO USE A COMPUTER AS A TOOL IN LEARNING. MOST INSTRUCTIONAL APPLICATIONS OCCUR IN THE MATHEMATICS COURSES. LOCAL SOURCES PROVIDE THE MAJORITY OF

FUNDS FOR INSTRUCTIONAL COMPUTER USE. PLANS FOR FUTURE USE GENERALLY CALL FOR EXPANSION OF PRESENT APPLICATIONS. THE SURVEY WAS CONDUCTED BY MAIL AND BY INTERVIEW. APPENDICES INCLUDE SURVEY INSTRUMENTS, A LIST OF SCHOOLS CALLED AND VISITED, AND SOURCES OF DATA FOR BASIC QUESTIONS. (AUTHOR/MF)

ED047511 EM008734
ANALYSIS AND APPROACH TO THE DEVELOPMENT OF AN ADVANCED MULTIMEDIA INSTRUCTIONAL SYSTEM. VOLUME II. APPENDIX III. MEDIA COST DATA. FINAL REPORT. RHODE, WILLIAM E.; AND OTHERS, MAY 70, 293P.
DOCUMENT NOT AVAILABLE FROM EDRS.

BASIC COST ESTIMATES FOR SELECTED INSTRUCTIONAL MEDIA ARE TABLED IN THIS DOCUMENT, PART II (APPENDIX III) OF THE REPORT "ANALYSIS AND APPROACH TO THE DEVELOPMENT OF AN ADVANCED MULTIMEDIA INSTRUCTIONAL SYSTEM" BY WILLIAM E. RHODE AND OTHERS. LEARNING MATERIALS PRODUCTION COSTS ARE GIVEN FOR MOTION PICTURES, STILL VISUALS, VIDEOTAPES, LIVE TELEVISION PRODUCTION, LINEAR PROGRAMED INSTRUCTION, PROGRAMED INSTRUCTION WITH BRANCHING, AND AUDIO TAPES. COSTING GUIDELINES ARE GIVEN FOR PORTABLE INSTRUCTOR AIDS, CLOSED-CIRCUIT TELEVISION, VIDEOTAPE RECORDING (VTR) SYSTEM, STUDENT RESPONSE SYSTEMS, LEARNING LABORATORIES, PROGRAMED INSTRUCTION TEXTS, TEACHING MACHINES, LECTURE-CENTERED AUDIOVISUAL DEVICES, AND CONVENTIONAL LECTURE-TEXT INSTRUCTIONAL SYSTEM. A GLOSSARY OF ABBREVIATIONS IS GIVEN. (MF)

ED047512 EM008735
ANALYSIS AND APPROACH TO THE DEVELOPMENT OF AN ADVANCED MULTIMEDIA INSTRUCTIONAL SYSTEM. VOLUME I. FINAL REPORT. RHODE, WILLIAM E.; AND OTHERS, MAY 70, 436P.
DOCUMENT NOT AVAILABLE FROM EDRS.

IN ORDER TO EXAMINE THE POSSIBILITIES FOR AN ADVANCED MULTIMEDIA INSTRUCTIONAL SYSTEM, A REVIEW AND ASSESSMENT OF CURRENT INSTRUCTIONAL MEDIA WAS UNDERTAKEN IN TERMS OF A FUNCTIONAL DESCRIPTION, INSTRUCTIONAL FLEXIBILITY, SUPPORT REQUIREMENTS, AND COSTS. FOLLOWING THIS, A MODEL OF AN INDIVIDUAL INSTRUCTIONAL SYSTEM WAS DEVELOPED AS A BASIS FOR FURTHER ANALYSIS. FINAL COMPARISONS AND TRADE-OFFS AMONG THE MEDIA WERE THEN MADE TO ARRIVE AT A RECOMMENDED MEDIA CONFIGURATION WHICH COULD SERVE AS A MULTIMEDIA BASE FOR AN INDIVIDUALIZED INSTRUCTIONAL SYSTEM. REQUIREMENTS AND FEATURES OF AN AUTOMATED MANAGEMENT INFORMATION AND CONTROL SUBSYSTEM TO PROVIDE NECESSARY OPERATIONAL CONTROL OF THE TOTAL INSTRUCTIONAL SYSTEM ARE OUTLINED AND DISCUSSED. THE MAIN FEATURES OF A GENERALIZED PLAN FOR THE DEVELOPMENT OF SUCH A SYSTEM ARE DESCRIBED. (AUTHOR/MF)

ED047534 EM008767
THE ECONOMICS OF COMPUTERS. AUG 69, 571P.
DOCUMENT NOT AVAILABLE FROM EDRS.

A MICROECONOMIC THEORY IS APPLIED IN THIS BOOK TO COMPUTER SERVICES AND COSTS AND FOR THE BENEFIT OF THOSE WHO ARE DECISION-MAKERS IN THE SELECTION, FINANCING, AND USE OF COMPUTERS. SUBTOPICS OF THE THEORY DISCUSSED INCLUDE VALUE AND DEMAND

ED047706 LI002566
MINNESOTA COMPUTER AIDED LIBRARY SYSTEM (MCALS) JUN 70, 37P.

THE MINNESOTA COMPUTER AIDED LIBRARY SYSTEM (MCALS) PROVIDES A BASIS OF UNIFICATION FOR LIBRARY SERVICE PROGRAM DEVELOPMENT IN MINNESOTA FOR EVENTUAL LINKAGE TO THE NATIONAL INFORMATION NETWORK. A PROTOTYPE PLAN FOR COMMUNICATIONS

ANALYSIS WAS MADE TO SHOW THE COST/EFFECTIVENESS POTENTIAL FOR MCALS. SYSTEM COSTS, SYSTEM BENEFITS, PERSONNEL ALLOCATION, BUILDING SPACE REQUIREMENTS, AND TRANSFERS OF LIBRARY MATERIALS, WERE ANALYZED. NINE ADDITIONAL BENEFITS OF AUTOMATION ARE GIVEN, AND A COST TO BENEFITS COMPARISON ARE GIVEN. COMPARISON TABLES FOR THE FACTORS INVOLVED ARE INCLUDED, WITH ILLUSTRATIVE FOOTNOTES EXPLAINING THE RATIONALE FOR THE COMPARISONS. (FURTHER INFORMATION OF THE SYSTEM MAY BE FOUND IN LI 002 214.) (AB)

ED047715 LI002575
COST-BENEFIT AND COST-EFFECTIVENESS ANALYSES: A BIBLIOGRAPHY OF APPLICATIONS IN THE CIVILIAN ECONOMY. 11 APR 69, 28P.

THIS ANNOTATED AND PRELIMINARY BIBLIOGRAPHY EMPHASIZES APPLICATIONS OF COST-EFFECTIVENESS (C/E) AND COST-BENEFIT (C/B) ANALYSES TO PROBLEMS IN THE CIVILIAN ECONOMY. THE ENTRIES ARE ORGANIZED SO THAT THE USER MAY IDENTIFY WORKS IN WHICH THESE TECHNIQUES ARE APPLIED TO PROBLEMS IN SPECIFIC AREAS SUCH AS TRANSPORTATION, COMMUNICATION, AND HEALTH. NO ATTEMPT HAS BEEN MADE TO INCLUDE BASIC BOOKS ON THE THEORY OF THE SUBJECT, ARTICLES DESCRIBING LIMITATIONS OF THESE TECHNIQUES OR METHODS, OR DISCUSSIONS ON COSTING AND PROBLEMS OF ESTABLISHING EFFECTIVENESS CRITERIA THAT DO NOT COMBINE THESE TWO STUDY ELEMENTS. C/B AND C/E TECHNIQUES ARE CLOSELY RELATED TO PLANNING-PROGRAMMING-BUDGETING (PPB) AND A HOST OF OTHER RESOURCE-ALLOCATION METHODS. ENTRIES INVOLVING THESE SUBJECTS ARE INCLUDED ONLY WHEN THEY EMPHASIZE APPLICATION OF C/B OR C/E TECHNIQUES. WITH A FEW EXCEPTIONS, MILITARY-ORIENTED REFERENCES ARE EXCLUDED. BECAUSE OF THEIR BROAD COVERAGE, INCLUDING STUDIES WHICH MAY BE USEFUL IN SOLVING PROBLEMS IN THE CIVILIAN ECONOMY, THE MOST RELEVANT VOLUMES FROM DEFENSE DOCUMENTATION CENTER COMPILATIONS ARE CITED. (AUTHOR/AB)

ED047716 LI002576
CATALOGING AND INVENTORYING INSTRUCTIONAL MATERIALS IN UTAH SCHOOLS. 4TH EDITION (TITLE II ESEA, ET. AL.). WINGET, LERUE; AND OTHERS, 70, 65P.

THIS HANDBOOK IS DESIGNED TO ASSIST IN THE CATALOGING AND INVENTORYING OF INSTRUCTIONAL MATERIALS PURCHASED WITH TITLE II ESEA AND OTHER FUNDS. WITH THE EMPHASIS BEING PLACED ON THE DEVELOPMENT OF INSTRUCTIONAL MEDIA CENTERS IN UTAH SCHOOLS, THE INCREASED FUNDS BECOMING AVAILABLE THROUGH FEDERAL AND STATE LEGISLATION, AND THE NECESSITY OF PROPERLY INVENTORYING ALL MATERIALS PURCHASED WITH FEDERAL FUNDS, THE NEED FOR SUCH A HANDBOOK HAS NEVER BEEN GREATER. WHILE THE PROCEDURES CONTAINED HEREIN ARE NOT REQUIRED, IT IS RECOMMENDED THAT THEY BE FOLLOWED AS CLOSELY AS POSSIBLE. THE INFORMATION INDICATED MUST BE AVAILABLE IN ORDER TO QUALIFY FOR TITLE II FUNDS WHETHER OR NOT THIS SYSTEM IS FOLLOWED. (AUTHOR)

ED047730 LI002610
A FRAMEWORK FOR THE EVOLUTIONARY DEVELOPMENT OF AN EXECUTIVE INFORMATION SYSTEM. PART 2: SYSTEM DESIGN, IMPLEMENTATION, AND EVOLUTION. JUN 70, 64P.

THIS TWO-PART PAPER PROVIDES A CONCEPTUAL FRAMEWORK WHICH SURVEYS THE PROCESS OF MANAGEMENT INFORMATION SYSTEMS (MIS) PLANNING AND DEVELOPMENT, FROM NEED RECOGNITION TO EVOLVING MIS OPERATIONAL CAPABILITIES. PART 1, OF DIRECT CONCERN TO THE MANAGER, IS ENTITLED "ORGANIZATIONAL PROBLEM FINDING." (PART 1 AVAILABLE AS LI 002 609.) PART 2 FOCUSES ON SOME OF THE MAJOR ASPECTS OF DESIGN SYNTHESIS AND THE INTEGRATED PLANNING WHICH LEADS TO DETAILED DEVELOPMENT, ACQUISITION, IMPLEMENTATION, AND EVOLUTIONARY IMPROVEMENT OF MANAGEMENT INFORMATION SYSTEM. A PROCESS IS RECOMMENDED WHICH FACILITATES COORDINATION OF OTHER INTERNAL AND EXTERNAL ORGANIZATIONAL AND SYSTEM DESIGN EFFORTS IN ORDER TO REDUCE RISK, TIME, AND COST. (MF)

ED047732 LI002612
DIGITAL COMPUTER PRINCIPLES. JUN 68, 42P.

THIS PAPER PROVIDES A BRIEF HISTORY OF COMPUTERS. IT EXPLAINS BASIC COMPUTER PRINCIPLES AND COMPARES COMPUTER CAPABILITIES. SUBJECTS SUCH AS INPUT/OUTPUT, BINARY LOGIC, STORAGE, AND COST ARE ALSO DISCUSSED. (AUTHOR)

ED047744 LI002625
CHANGING CONCEPT OF SERVICE IN LIBRARIES: A CENTENNIAL LECTURE SERIES AND SYMPOSIUM. 70, 61P.

THE MAIN CONCERN OF THIS LECTURE SERIES IS INNOVATION IN LIBRARIANSHIP. TODAY'S LIBRARIAN MUST BE MORE THAN A TECHNICIAN, MORE THAN A COLLECTOR AND STORER OF MATERIALS. TODAY'S LIBRARIAN MUST BE AN INNOVATOR. EDUCATION FOR LIBRARIANSHIP MUST STRESS THE DIVERSE COMMUNITY AND THE ABILITY TO UNDERSTAND AND WORK WITH PEOPLE OF A VARIED EDUCATION, SOCIAL, ECONOMIC AND CULTURAL BACKGROUND. ONE ASPECT OF EDUCATION FOR LIBRARIANSHIP WHICH IS VERY EFFECTIVE AND WELL RECEIVED IS DIRECT CONTACT BETWEEN STUDENT AND THE PRACTICING LIBRARIANS. THIS LECTURE SERIES AFFORDED AN OPPORTUNITY FOR AN INTERCHANGE BETWEEN LIBRARY SCIENCE STUDENTS AND PRACTICING LIBRARIANS AND IT ALSO INVOLVED LIBRARIANS IN THE TERRA HAUTE AREA IN A FORM OF CONTINUING EDUCATION.

ED047751 LI002633
SIMPLIFIED PPBS FOR THE LIBRARIAN. 71, 13P.

A BASIC DESCRIPTION OF THE PLANNING, PROGRAMMING AND BUDGETING SYSTEM (PPBS) AND HOW IT CAN BE UTILIZED BY THE PRACTICING LIBRARIAN IS PRESENTED. PPBS IS DESCRIBED AS A SYSTEM OF RELATING PLANNING TO BUDGETING THAT SEEKS TO GET YOUR DOLLARS WORTH FOR YOU BY ANALYZING WHAT YOU ARE DOING IN THE LIGHT OF WHAT YOU SHOULD BE DOING AND PLAN TO DO IN THE YEARS TO COME AND TIEING THAT BACK TO YOUR STANDARD YEARLY BUDGET. THE IMPORTANCE OF HAVING CLEARLY DEFINED PROGRAM OBJECTIVES IS STRESSED. A PLANNING BUDGET MUST FOLLOW A GENERALLY STANDARD PATTERN WHICH IS INTRODUCED BY INTENSIVE THINKING OR ANALYSIS ABOUT THE LIBRARY NEEDS OF THE COMMUNITY AND FOLLOWED BY AN ANALYSIS OF THE POTENTIAL AND ACTUAL BENEFITS OF THE LIBRARY'S SERVICES. SIX STEPS NEEDED TO EFFECTIVELY USE PPBS ARE: (1) CRITICALLY DEFINE BROAD GOALS AND OBJECTIVES, (2) LAY OUT A PROGRAM STRUCTURE, (3) SET OUT THE OBJECTIVES FOR EACH PROGRAM, (4) DETAIL EVERY POSSIBLE WAY OF ATTAINING EACH OBJECTIVE, (5) MAKE A COST-EFFECTIVENESS STUDY OF THE ALTERNATE APPROACHES OF EACH ALTERNATIVE AND (6) FORMULATE RULES OF STANDARDS BY WHICH TO RANK THE ALTERNATIVES IN ORDER OF DESIRABILITY. THIS PROCEDURE SHOULD BE APPLIED FREQUENTLY TO NEW PROBLEM AREAS -- AT LEAST EACH BUDGET CYCLE. (NH)

ED047827 RC003180
EVALUATION, WASHINGTON STATE MIGRANT PROGRAMS IMPLEMENTED UNDER TITLE I, PUBLIC LAW 89-750, 1967-68. 68, 36P.

THE 1967-68 ANNUAL EVALUATION REPORT FOR WASHINGTON'S TITLE I (ELEMENTARY AND SECONDARY EDUCATION ACT) MIGRANT PROGRAM DISCUSSES INNOVATIVE PROJECTS, OBJECTIVE AND SUBJECTIVE EVALUATION, AND PROGRAM EFFECTIVENESS (INCLUDING NEW SERVICES PROVIDED FOR MIGRANT CHILDREN). SUMMARIES AND EXAMPLES OF CLASSROOM ARE ALSO PRESENTED. THE INTERRELATIONSHIP OF THE REGULAR TITLE I PROGRAM WITH THE TITLE I MIGRANT PROGRAM IS DESCRIBED, AS ARE COORDINATION AND EFFECTIVENESS OF THE 11 PROGRAMS DIRECTLY SERVING THE MIGRANT POPULATION. OTHER TOPICS REPORTED ON ARE COMMUNITY INVOLVEMENT, NON-

PUBLIC-SCHOOL PARTICIPATION, DISSEMINATION OF PROGRAM MATERIAL, AND PROBLEM AREAS IN IMPLEMENTATION. RELATED DOCUMENTS ARE RC 005 144 AND RC 005 145. (AN)

ED047836 RC005048
REPORT OF MENOMINEE INDIAN STUDY COMMITTEE JAN 70, 60P.

THE REPORT CARRIES THE FINALIZATION OF TERMINATION OF FEDERAL INVOLVEMENT IN THE AFFAIRS OF THE MENOMINEE INDIAN RESERVATION IN TERMS OF LAW ENFORCEMENT, HIGHWAYS, TAXATION, PUBLIC WELFARE, AND EDUCATION. AS REPORTED, WHEN THE TERMINATION ACT BECAME OPERATIVE, COUNTY STATUS WAS GRANTED TO THE RESERVATION AND IT BECAME MENOMINEE COUNTY. THE REPORT REVIEWS THE TERMINATION ACT, WHICH PROVIDED INDIVIDUAL INDIANS ON TRIBAL ROLLS AN INTEREST IN TRIBAL ASSETS AS INHERITABLE STOCKHOLDERS IN THE TRIBAL ENTERPRISE. TRUSTEESHIP OF STOCKS AND ADMINISTRATION OF ASSETS FOR THE INDIANS ARE DISCUSSED, ALONG WITH ORGANIZATIONAL STRUCTURE OF MENOMINEE ENTERPRISES, INC. (MEI), VOTING ELIGIBILITY OF STOCKHOLDERS, AND FINANCIAL CONDITIONS FOR MEI IN 1965-68. THE REPORT CONCLUDES WITH RECOMMENDATIONS FOR EXPANSION AND IMPROVEMENT OF THE TRIBAL ENTERPRISES, WHICH DEAL MAINLY WITH FOREST PRODUCTS. A MAP OF MENOMINEE COUNTY (WITH POLITICAL BOUNDARIES) IS PROVIDED, ALONG WITH A LIST OF LEGISLATIVE ACTS AFFECTING THE COUNTY SINCE 1965. CRIME REPORTS OF PRE- AND POST-TERMINATION ARE CHARTED, NELSON-LAIRD FUNDS ARE TABULATED, AND A PROGRESS REPORT FOR 1969 IS INCLUDED. (EL)

ED047841 RC005055
NAVAJO AREA EDUCATION. PROGRESS REPORT 1969-70 SCHOOL YEAR. [70], 13P.

THE HIGHLIGHTS OF THE NAVAJO AREA EDUCATION PROGRAM AND ACTIVITIES ARE DESCRIBED IN THIS PROGRESS REPORT FOR THE 1969-70 SCHOOL YEAR. BRIEF DESCRIPTIONS OF PROGRAMS, ACTIVITIES, AND EVENTS ARE CLASSIFIED BY GOALS SET BY THE TRIBAL EDUCATION COMMITTEE IN 1966 TO ATTACK THE UNIQUE PROBLEMS OF INDIAN STUDENTS BY THE PROVISION OF UNIQUE PROGRAMS SUITED TO THE NEEDS OF THESE STUDENTS, SUCH AS THE ENGLISH-AS-A-SECOND-LANGUAGE PROGRAM

ED047852 RC005075
TO TEACH A MIGRANT CHILD 69, 36P.

IN THE FOREWORD, IT IS STATED THAT "IT IS NOT THE PURPOSE OF THIS PUBLICATION TO SET FORTH A GRAND SCHEME FOR MIGRANT EDUCATION PROGRAMS, NOR IS IT INTENDED TO SERVE AS A PROGRESS REPORT OR AN ASSESSMENT OF THE OREGON STATE PLAN FOR MIGRANT EDUCATION. IT IS PUBLISHED WITH THE MUCH MORE HUMBLE INTENT OF REFLECTING IN SOME DEGREE THE PHILOSOPHY OF THE PROJECT ACTIVITIES OF THE STATE PROGRAMS." INCLUDED ARE THOUGHTS ON OBJECTIVES, SYMBOLIZATION, SYMPATHY, HOMOGENEOUS GROUPINGS, IDENTIFYING THE INDIVIDUAL, BILINGUAL CULTURE, AND THE USE OF SCHOOL-HOME COORDINATORS. ONGOING OREGON PROJECTS SELECTED BY THE AUTHORS FOR DISCUSSION ARE THE DAYTON MIGRANT SUMMER SCHOOL AND TEACHING LABORATORY, WHICH INVOLVES ALL AGE GROUPS

ED047867 RC005092
AN EVEN CHANCE JAN 71, 80P.
DOCUMENT NOT AVAILABLE FROM EDRS.

THE DOCUMENT REPORTS A STUDY OF FEDERAL FINANCIAL-ASSISTANCE PROGRAMS TO SCHOOLS WITH CONCENTRATIONS OF AMERICAN INDIAN CHILDREN. THE STUDY INVOLVED COLLECTING DATA BY INTERVIEWING STATE AND LOCAL OFFICIALS IN 60 SCHOOL DISTRICTS IN 8 STATES

ED047878 RC005130
PLANNING ANNUAL AND LONG RANGE PROGRAMS OF VOCATIONAL EDUCATION FOR RURAL AREAS ACCORDING TO THE VOCATIONAL AMENDMENTS OF 1968, FINAL REPORT. KURTH, EDWIN L.; PERKINS, RAYMOND P., SEP 70, 218P.

INCLUDED IN THE DOCUMENT ARE ABSTRACTS OF THE 19 PRESENTATIONS GIVEN BY CONSULTANTS TO THE WORKING GROUPS AT INSTITUTE II. CONTENTS OF THE ABSTRACTS ARE THE SALIENT IDEAS, GOALS, OBJECTIVES, AND MODELS FOR PLANNING ANNUAL AND LONG-RANGE PROGRAMS OF VOCATIONAL EDUCATION IN RURAL AREAS. PRESENTATIONS BY THE CONSULTANTS WERE DESIGNED TO ENABLE THE 5 WORKING GROUPS TO TAKE SYSTEMATIC APPROACHES TO ANNUAL AND LONG-RANGE PLANNING AT THE LOCAL AND STATE LEVELS, AND BUDGETING AND EVALUATION FOR VOCATIONAL PROGRAMS IN RURAL AREAS FOR YOUTH AND ADULTS. EACH WORKING GROUP DEALT WITH CASE STUDIES DELIBERATELY STRUCTURED TO SIMULATE ACTUAL CONDITIONS SO AS TO PROVIDE PRACTICALITY TO ANALYSES AND SOLUTIONS. THE SIMULATION DEVICES (CASE STUDIES), INSTITUTE II PROGRAM, STATEMENTS OF INTENT, AND PARTICIPANT LIST ARE APPENDED. (LS)

ED047883 RC005144
EVALUATION, WASHINGTON STATE MIGRANT PROGRAMS IMPLEMENTED UNDER TITLE I, PUBLIC LAW 89-750, 1968-69. 69, 44P.

TITLE I (ELEMENTARY AND SECONDARY EDUCATION ACT) PROGRAMS FOR THE CHILDREN OF MIGRATORY FARM LABORERS IN THE STATE OF WASHINGTON ARE DISCUSSED IN THIS 1968-69 ANNUAL REPORT. THE INTRODUCTION STATES THE 9 GENERAL OBJECTIVES OF THE WASHINGTON STATE PLAN FOR MIGRANT EDUCATION, WHICH SERVED 4,460 CHILDREN IN THE REGULAR-TERM PROGRAM AND 2,362 CHILDREN IN THE SUMMER-TERM PROGRAM. SECTIONS ARE PRESENTED ON EXEMPLARY PROJECTS, STUDENT GRADE PLACEMENT, TEACHER-PUPIL RATIOS, INTERRELATIONSHIP WITH THE REGULAR TITLE I PROGRAM, COORDINATION WITH OTHER PROGRAMS, INSERVICE TRAINING, NON-PUBLIC-SCHOOL PARTICIPATION, DISSEMINATION OF PROGRAM MATERIALS, COMMUNITY INVOLVEMENT, PROGRAM EFFECTIVENESS, SPECIAL AREAS, CONSTRUCTION OF UNITS AND EQUIPMENT PURCHASE, SUPPORTIVE SERVICES, STAFF UTILIZATION, NEW PROGRAMS, AND PROGRAM CRITIQUE. SUGGESTIONS FOR IMPROVEMENT INCLUDE MORE INVOLVEMENT OF PARENTS AND ADULTS IN THE PROGRAM PLANNING AND BETTER RECRUITMENT EFFORTS OF OLDER CHILDREN FOR THE PROGRAM. RELATED DOCUMENTS ARE RC 003 180 AND RC 005, 145. (AN)

ED047884 RC005145
EVALUATION, WASHINGTON STATE MIGRANT PROGRAMS IMPLEMENTED UNDER TITLE I, PUBLIC LAW 89-750, 1969-70. 70, 33P.

PROGRAMS IMPLEMENTED UNDER TITLE I OF THE ELEMENTARY AND SECONDARY EDUCATION ACT ARE DESCRIBED IN THIS 1969-70 ANNUAL EVALUATION REPORT FOR THE WASHINGTON STATE PLAN FOR MIGRANT EDUCATION. IT IS NOTED THAT EXEMPLARY PROJECTS AND VARIOUS ASPECTS OF THE PROGRAMS INVOLVED 6,058 CHILDREN IN REGULAR PROGRAMS AND 2,305 CHILDREN IN SUMMER PROGRAMS. ASPECTS OF MIGRANT EDUCATION DISCUSSED IN THE FIRST SECTION INCLUDE GRADE PLACEMENT, TEACHER-PUPIL RATIO, INTERRELATIONSHIP WITH THE REGULAR TITLE I PROGRAM, COORDINATION WITH OTHER PROGRAMS SUCH AS HEADSTART, INSERVICE TRAINING, NON-PUBLIC-SCHOOL PARTICIPATION, DISSEMINATION OF PROGRAM IDEAS AND MATERIALS, COMMUNITY INVOLVEMENT, PROGRAM EFFECTIVENESS, CONSTRUCTION, EQUIPMENT PURCHASED, SUPPORTIVE SERVICES, PROGRAM INTEGRATION, STAFF UTILIZATION, AND NEW PROGRAMS. THE SECOND SECTION DISCUSSES THE REGULAR-TERM TESTING PROGRAM AND PRESENTS STATISTICAL DATA. ALSO PRESENTED ARE TEST SCORES FOR A SAMPLE PROGRAM INVOLVING READING VOCABULARY AND COMPREHENSION. RELATED DOCUMENTS ARE RC 003 180 AND RC 005 144. (AN)

ED047888 RE003294
READING, 'RITING, AND 'RITHMETIC--FEDERAL STYLE, 1970. 1 APR 70, 21P.

IN A SPEECH BEFORE THE GENERAL CONVENTION OF THE NATIONAL CATHOLIC EDUCATIONAL ASSOCIATION IN APRIL OF 1970, THEN COMMISSIONER OF EDUCATION ALLEN SPOKE OF A CONTEMPORARY LOOK AT BASIC SKILLS AND OF AN EMERGING DIMENSION OF PAROCHIAL EDUCATION. SPEAKING SPECIFICALLY OF THE "RIGHT TO READ" EFFORT, OF THE CURRENT ATTENTION TO ENVIRONMENTAL PROTECTION, AND OF THE PROBLEMS OF FINANCING PROGRAMS, ALLEN ARGUED FOR THE NECESSITY OF EACH. HIS VIEW OF WHAT PAROCHIAL EDUCATION MIGHT BECOME WAS BASED ON A QUOTE FROM NEIL MCCLUSKEY REGARDING THE INCREASINGLY ECUMENICAL, BRIDGING ROLE SUCH SCHOOLS SHOULD HAVE. IN CONCLUSION, ALLEN ASKED FOR A CAREFUL REEVALUATION OF PAROCHIAL SCHOOLS SO THAT OBVIOUSLY NEEDED CHANGES MIGHT BENEFIT ALL EDUCATIONAL ENDEAVORS. (MS)

ED048135 SP004769
SOME ASPECTS OF EDUCATIONAL RESEARCH AND DEVELOPMENT IN THE UNITED STATES--REPORT FOR THE OECD REVIEW. FINAL REPORT. LINDEMAN, JOHN; AND OTHERS, DEC 69, 193P.

THIS PROJECT USED INTERVIEWS, QUESTIONNAIRES, AND BIBLIOGRAPHIC RESEARCH TO INVESTIGATE THE ROLE AND ATTITUDES OF SPONSORS, PERFORMERS, AND USERS OF EDUCATIONAL RESEARCH AND DEVELOPMENT. THE REPORT IS IN FIVE CHAPTERS.

ED048305 TE002331
THE RELATIONSHIP BETWEEN EXPENDITURE PER PUPIL AND ACHIEVEMENT IN ENGLISH. 69, 147P.
DOCUMENT NOT AVAILABLE FROM EDRS.

THE PURPOSE OF THIS STUDY WAS TO ANALYZE THE RELATIONSHIP BETWEEN THE COST INPUT TO EDUCATION AND ONE MEASURE OF OUTPUT--ACHIEVEMENT IN ENGLISH. BECAUSE ACHIEVEMENT IN ENGLISH DEPENDS UPON THE VARIABLES OF SCHOLASTIC APTITUDE AND SOCIOECONOMIC STATUS, THESE WERE USED AS CO-VARIABLES IN THE STUDY IN A MULTIPLE REGRESSION ANALYSIS. FIGURES FOR INPUT (PUPIL EXPENDITURE, STUDENT APTITUDE, AND SOCIOECONOMIC STATUS) AND FIGURES FOR OUTPUT (STUDENT ACHIEVEMENT IN ENGLISH) WERE CALCULATED AT 46 SCHOOLS TO TEST THE NULL HYPOTHESIS THAT PREDICTED MEAN SCHOOL ACHIEVEMENT IN ENGLISH IS NO MORE A FUNCTION OF PUPIL EXPENDITURE, STUDENT APTITUDE, AND SOCIOECONOMIC STATUS THAN IT IS A FUNCTION OF STUDENT APTITUDE AND SOCIOECONOMIC STATUS.

ED048332 TM000390
AN EVALUATION OF COMPREHENSIVE PLANNING LITERATURE WITH AN ANNOTATED BIBLIOGRAPHY. SEP 70, 90P.

EVERY ADMINISTRATOR BEARS PRIMARY RESPONSIBILITY FOR PLANNING THE ACCOMPLISHMENT OF THOSE OBJECTIVES AND ACTIVITIES THAT FALL IN HIS AREA. WHEN RESPONSIBILITY IS RELATIVELY RESTRICTED, THE INFORMAL AND INTUITIVE METHODS THAT CONSTITUTE "SOUND JUDGMENT" SUFFICE. HOWEVER, AS HIS AREA OF RESPONSIBILITY WIDENS TO INCLUDE INCREASINGLY COMPLEX TASKS MORE FORMAL METHODS OF PLANNING AND CONTROL MAY BE NEEDED. AS, FOR EXAMPLE, WHEN PLANNING FOR OR CONTROLLING WHOLE SYSTEMS OF ACTIVITIES (SUCH AS A SCHOOL DISTRICT), WHEN THE ACTIVITIES ARE NEW OR EXPERIMENTAL, OR WHEN LARGE SUMS OF MONEY ARE TO BE EXPENDED. A VAST LITERATURE EXISTS ON METHODS OF PLANNING FOR SYSTEMS, FOR "COMPREHENSIVE PLANNING." MANY OF THE IDEAS AND METHODS FOUND IN THE CONTEMPORARY LITERATURE ARE DISCUSSED AND EVALUATED IN THE FIRST PART OF THIS REPORT. AN EXTENSIVE ANNOTATED BIBLIOGRAPHY FOL-

LOWS, WITH FIVE MAIN SECTIONS

ED048353 TM000429

MULTIPLE REGRESSION PREDICTION MODELS IN THE BEHAVIORAL SCIENCES: PREDICTION OF FEDERAL AID ALLOCATIONS TO LOCAL SCHOOL DISTRICTS. FEB 71, 9P.

TWENTY-NINE COMMUNITY CHARACTERISTICS WERE STUDIED TO DETERMINE WHICH WERE STATISTICALLY MOST USEFUL AS PREDICTORS OF PER-PUPIL FEDERAL AID TO THE 169 SCHOOL DISTRICTS OF CONNECTICUT. THREE REGRESSION MODELS WERE DEVELOPED USING COMMUNITY TRAITS AS PREDICTORS OF FEDERAL AID ALLOCATIONS. CROSS-VALIDATION OF REGRESSION MODELS TO PREDICT FUTURE PER-PUPIL FEDERAL AID ALLOCATIONS INTRODUCED A NUMBER OF PROBLEMS WHICH WERE GENERALIZABLE TO OTHER RESEARCH SITUATIONS IN PSYCHOLOGY AND MEASUREMENT. IMPROVING CROSS-VALIDATION OF REGRESSION MODELS BY USING RESTRICTED MODELS, EQUATING THE MEANS OF VECTORS BY USING CONSTANTS AS MULTIPLIERS, AND EXAMINATION OF STANDARD ERRORS ARE DISCUSSED. DATA WAS ANALYZED USING THESE THREE TECHNIQUES AND RESULTS COMPARED TO THOSE OBTAINED FROM THE TRADITIONAL CROSS VALIDATION PROCEDURES. IMPLICATIONS OF THESE FINDINGS ARE DISCUSSED IN TERMS OF IMPROVING PREDICTIVE MODELS IN MEASUREMENT AND PSYCHOLOGICAL RESEARCH. SEE TM 000 419 FOR A REPORT OF THE OUTPUT OF THE REGRESSION MODELS. (AUTHOR/LR)

ED048387 UD010965

HEARINGS BEFORE THE SUBCOMMITTEE ON EDUCATION OF THE COMMITTEE ON LABOR AND PUBLIC WELFARE, NINETY-FIRST CONGRESS, SECOND SESSION ON S. 3883 AND 4167, JUNE 9, 24, 30, JULY 10, AND AUGUST 11 AND 27, 1970. EMERGENCY SCHOOL AID ACT OF 1970. 70, 613P.

THIS DOCUMENT IS THE REPORT OF HEARINGS BEFORE THE SUBCOMMITTEE ON EDUCATION OF THE COMMITTEE ON LABOR AND PUBLIC WELFARE OF THE UNITED STATES SENATE, HELD IN JUNE, JULY, AND AUGUST, 1970. THE HEARINGS RELATE TO THE EMERGENCY SCHOOL AID ACT OF 1970, SPECIFICALLY, SENATE BILLS 3883 AND 4167. BILL 3883 SOUGHT TO PROVIDE FINANCIAL ASSISTANCE TO IMPROVE EDUCATION IN RACIALLY IMPACTED AREAS AND TO ASSIST WITH DESEGREGATION PROBLEMS IN ELEMENTARY AND SECONDARY SCHOOLS AND OTHER PURPOSES. BILL 4167 SOUGHT TO ENFORCE THE GUARANTEES OF THE FOURTEENTH AMENDMENT WITH RESPECT TO ELEMENTARY AND SECONDARY SCHOOL DESEGREGATION. (DM)

ED048403 UD011335

THE COMMUNITY SCHOOL MOVEMENT. COMMUNITY ISSUES, DECEMBER 1970. DEC 70, 79P.

BETWEEN THE SUMMER OF 1968 AND MAY 1969, 30 COMMUNITY CONTROLLED SCHOOL PROJECTS WERE STUDIED. OBSERVATIONS OF COMMUNITY SCHOOL CURRICULA, COMMUNITY INVOLVEMENT AND INTEGRATION, AND THE LIKE ARE SUMMARIZED. STRATEGIES FOR CONTROL ARE GROUPED UNDER THE SAME THREE STRUCTURES UTILIZED IN THE THREE CHAPTERS OF PROJECT PROFILES: PUBLIC SCHOOL SUBSYSTEMS, INDEPENDENT COMMUNITY SCHOOLS, AND MINORITY-CONTROLLED STATE SCHOOL DISTRICTS. WITHIN PUBLIC SYSTEMS ARE FOUND SUCH STRATEGIES AS DIRECT PRESSURE, UTILIZING BROAD FEDERAL AND STATE PROGRAMS, ENLISTING UNDER UNIVERSITY AUSPICES, ACCENTING INNOVATION, FINDING NEW RESOURCES, AND BARGAINING. SEVENTEEN PROJECTS REPRESENTING EFFORTS TO TRANSFORM A REGULAR PUBLIC SCHOOL PROGRAM INTO ONE IN WHICH GREATER CONTROL IS EXERCISED BY THE PARENTS, RESIDENTS AND/OR STUDENTS OF THE SCHOOL COMMUNITY ARE DESCRIBED. INDEPENDENT COMMUNITY SCHOOLS COMPETING WITH PUBLIC SCHOOLS FOR FUNDS WERE STUDIED IN FOUR MAJOR CITIES. MINORITY CONTROLLED STATE SCHOOL DISTRICTS IN MICHIGAN, TEXAS, AND CALIFORNIA ARE SUMMARILY DESCRIBED. THE LAST CHAPTER, "THE FUTURE: THE SUPPORT, AND SPREAD OF COMMUNITY SCHOOLS," INCLUDES THE FOLLOWING: "A MODEL: SMALL PARENT-CONTROLLED PUBLIC SCHOOLS"

ED048407 UD011350

URBAN EDUCATION--NOT JUST URBAN SCHOOLS. 27 JAN 71, 15P.

PLANNING FOR THE FUTURE IS A NECESSITY FOR HIGH SCHOOL PRINCIPALS, AS WELL AS FOR THE CLEAR SETTING OF GOALS AND DIRECTIONS, IF "CRISIS MANAGEMENT" IS TO BE AVOIDED. THE 1960'S WERE THE OUTSTANDING YEARS IN EDUCATIONAL PROGRESS--BUT THERE IS A DEMAND NOW FOR MORE. THEREFORE, THE SEVENTIES WILL SEE MORE BASIC CHANGES IN EDUCATION THAN HAVE BEEN MADE IN OUR ENTIRE HISTORY. EDUCATIONAL FINANCE, STUDENT UNREST, AND STUDENT-TEACHER RATIO CHANGES ARE MAJOR FACTORS WHICH WILL BE CONSIDERED. ALSO IMPORTANT ARE THE VIEWS THAT THE SCHOOL SYSTEM IS ANACHRONISTIC, AND THAT THE SCHOOLS NOW HOLD A SECONDARY PLACE IN THE EDUCATIONAL EXPERIENCE OF CHILDREN. NEW INSTITUTIONS ARE NEEDED, AND THERE IS AN URGENT NEED FOR OVERALL EDUCATIONAL DESIGN IN EVERY CITY--SUCH AS A METROPOLITAN REGIONAL COMMISSION ON EDUCATION. (AUTHOR/DM)

ED048462 VT012451

LONGITUDINAL EVALUATION STUDY OF FIVE MANPOWER TRAINING PROGRAMS: INVESTIGATION OF THE STUDY SAMPLE DESIGN. 30 JUN 69, 149P.

THIS REPORT DEVELOPS THE SAMPLE DESIGN FOR EVALUATING FIVE FEDERAL MANPOWER PROGRAMS IN TERMS OF THEIR EFFECTS UPON TRAINEES' INCOMES. THE STUDY INVOLVES A LARGE 10-CITY SAMPLE OF TRAINEES IN JOB CORPS, NEIGHBORHOOD YOUTH CORPS, JOB OPPORTUNITIES IN THE BUSINESS SECTOR, AND MANPOWER AND DEVELOPMENT ACT INSTITUTIONAL TRAINING PROGRAMS (NEW CAREERS WAS ORIGINALLY INCLUDED, BUT LATER DELETED BECAUSE OF ITS LACK OF SIMILARITY TO THE OTHER PROGRAMS). AFTER INTERVIEWS AND TESTS AT THE BEGINNING OF TRAINING, THE ENROLLEE WILL BE FOLLOWED THROUGH TRAINING AND FOR 12 MONTHS AFTERWARD. A CONTROL GROUP WILL BE INTERVIEWED AT THE SAME INTERVALS. THIS REPORT DESCRIBES THE SAMPLE DESIGN AND ESTIMATES THE NECESSARY SAMPLE SIZE FOR GIVEN LEVELS OF TRAINING. (AUTHOR/BH)

ED048477 VT012602

MANPOWER RESEARCH PROJECTS THROUGH JUNE 30, 1970. 70, 327P.

THIS ANNUAL REPORT SUMMARIZES ALL MANPOWER ADMINISTRATION-SPONSORED RESEARCH PROJECTS ACTIVE OR FUNDED DURING FISCAL YEAR 1970 AND LISTS ALL REPORTS COMPLETED SINCE THE RESEARCH PROGRAM WAS BEGUN IN FISCAL YEAR 1963. GUIDELINES ARE INCLUDED FOR SUBMISSION OF RESEARCH PROPOSALS FOR RESEARCH CONTRACTS, DISSERTATION GRANTS, AND RESEARCH PROJECT GRANTS. THE RELEVENT LEGISLATION, TITLE I OF THE MANPOWER DEVELOPMENT AND TRAINING ACT, IS REPRODUCED IN THE APPENDIX. (BH)

ED048478 VT012616

ECONOMICS OF HUMAN RESOURCES: A BIBLIOGRAPHY. JAN 68, 14P.

WITHOUT ATTEMPTING TO BE COMPREHENSIVE, THIS BIBLIOGRAPHY LISTS OVER 150 GOVERNMENT DOCUMENTS, PRIVATE PUBLICATIONS, AND JOURNAL ARTICLES ON MANPOWER AND HUMAN RESOURCES, SELECTED AS REPRESENTATIVE WORKS IN THE INTERDISCIPLINARY FIELD OF HUMAN RESOURCES. AREAS COVERED INCLUDE: (1) GENERAL WORKS, (2) INVESTMENT IN HUMAN CAPITAL, (3) COST-EFFECTIVENESS OF EDUCATION, (4) ECONOMIC GROWTH, (5) MANPOWER IMPLICATIONS OF EDUCATION, (6) MANPOWER PROGRAMS AND POLICIES, (7) SOCIAL WELFARE PROGRAMS, (8) LABOR THEORY, AND (9) TECHNOLOGICAL CHANGE. (BH)

ED048489 VT012721

NATIONAL ADVISORY COUNCIL ON VOCATIONAL EDUCATION. FOURTH REPORT. 16 JAN 71, 11P.

THIS REPORT OF THE NATIONAL ADVISORY COUNCIL, A COMMITTEE OF 21 PERSONS FROM LABOR, MANAGEMENT, AND EDUCATION, OUTLINES THE PROBLEMS ASSOCIATED WITH THE PRESENT SYSTEM OF FINANCING VOCATIONAL EDUCATION AND PRESENTS RECOMMENDATIONS FOR OVERCOMING THESE PROBLEMS. THE PROBLEMS IDENTIFIED WERE: (1) VOTERS ARE MORE WILLING TO SUPPORT EDUCATIONAL PROGRAMS BENEFITING ALL STUDENTS, AND THE COSTS OF VOCATIONAL EDUCATION PROGRAMS ARE OFTEN MORE EXPENSIVE THAN A COLLEGE PREPARATORY OR LIBERAL ARTS COURSE, (2) THE FEDERAL AND STATE ASSISTANCE INTENDED TO BE AN INCENTIVE OFTEN BECOMES A CEILING BECAUSE MANY SCHOOL DISTRICTS PROVIDE VOCATIONAL PROGRAMS ONLY WHEN THEY ARE REIMBURSED, (3) A TIGHT DEFINITION OF VOCATIONAL EDUCATION OFTEN BECOMES A STRAIGHT JACKET, (4) THE STATE PLAN IS NOT A VIABLE PLANNING INSTRUMENT, AND (5) THE FEDERAL GOVERNMENT HAS LITTLE POWER TO AFFECT THE ACHIEVEMENT OF NATIONAL OBJECTIVES. TO ALLEVIATE THESE PROBLEMS, THE COUNCIL RECOMMENDS THAT A NEW TECHNIQUE IN FEDERAL-STATE RELATIONSHIPS BE ADOPTED IN WHICH A SUPPORT COMPONENT, COMPRISING 75 PERCENT OF THE FUNDS, WOULD COME FROM CONGRESS, AND THE REMAINING 25 PERCENT WOULD BE AN INCENTIVE COMPONENT TO BE ALLOCATED BY THE OFFICE OF EDUCATION IN PROPORTION TO EACH STATE'S EFFORTS TO ACHIEVE THE NATIONAL OBJECTIVE. OTHER RECOMMENDATIONS ARE INCLUDED. (SB)

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RESOURCE MANUAL 71 FOR THE DEVELOPMENT OF COOPERATIVE VOCATIONAL EDUCATION PROGRAMS UNDER THE VOCATIONAL EDUCATION AMENDMENTS OF 1968. NOV 70, 31P.

DESIGNED TO BE USED WITH "A GUIDE FOR COOPERATIVE VOCATIONAL EDUCATION" (ED 037 564), THIS RESOURCE MANUAL SUMMARIZES SELECTED FACTS AND SUGGESTIONS TO HELP STATE STAFFS IN DEVELOPING AND PLANNING COOPERATIVE VOCATIONAL EDUCATION PROGRAMS. SECTIONS ARE: (1) AN INTRODUCTORY SECTION DESCRIBING COOPERATIVE VOCATIONAL EDUCATION, (2) DEFINITION AND INTERPRETATION BASED ON PART G OF THE VOCATIONAL EDUCATION AMENDMENTS (VEA) OF 1968, (3) SOURCES OF FEDERAL FUNDING UNDER PARTS B-L OF THE VEA OF 1968, (4) GRANTS TO STATES UNDER PART G, (5) COMPARATIVE ANALYSIS OF COOPERATIVE EDUCATION PROGRAMS AND WORK-STUDY PROGRAMS, (6) DISCUSSION OF THE PART G REGULATIONS, (7) ALLOWABLE EXPENDITURES OF FEDERAL AND MATCHING FUNDS UNDER PARTS B AND G, (8) SUGGESTED CONTENT FOR APPLICATIONS AND TRAINING AGREEMENT, AND (9) PERSONS TO BE SERVED BY COOPERATIVE PROGRAMS. (SB)

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EJ 003 698 EA 500 038
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EJ 004 516 AA 501 720
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EJ 004 564 AA 501 722
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EJ 004 568 AA 502 050
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EJ 003 687 AA 501 622
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EJ 004 449 AA 502 177
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EJ 004 562 AA 501 709
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EJ 005 080 EA 500 055
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EJ 005 084 EA 500 059
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EJ 007 935 EM 500 315
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EJ 007 955 AA 502 883
"IF I ONLY HAD THE MONEY I'D . . " *GRADE TEACHER*, V87 N1, PP108-112, 69 SEP

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EJ 007 957 AA 503 023
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EJ 007 960 AC 500 171
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EJ 007 965 EM 500 376
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EJ 007 966 HE 500 462
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EJ 007 969 LI 500 213
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SPEECH GIVEN BEFORE THE AMERICAN ASSOCIATION OF SCHOOL LIBRARIANS (ATLANTIC CITY, N.J., JUNE 26, 1969).

EJ 007 970 UD 500 148
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EJ 007 971 VT 500 646
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EJ 007 979 UD 500 134
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EJ 007 980 UD 500 146
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ADDRESS PRESENTED TO THE FIFTH ANNUAL PHI DELTA KAPPA RESEARCH SEMINAR, NORTHWESTERN UNIV., EVANSTON, ILL., MARCH 20, 1969.

EJ 008 014 EC 500 509
THE LEARNING DISABILITIES ACT OF 1969, A COMMENTARY YARBOROUGH, RALPH W., *J LEARNING DISABILITIES*, V2 N9, PP437-40, 69 SEP

EJ 008 218 LI 500 214
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EJ 008 360 AA 503 125
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EJ 008 362 AA 503 161
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EJ 008 366 UD 500 143
HANSEN VS. HOBSON: JUDICIAL INTERVENTION IS BEING TESTED HANSEN, CARL F., *INTEGRATED EDUC*, V7 N5, PP23-29, 69 SEP-OCT

SPEECH GIVEN BEFORE THE 101ST ANNUAL MEETING OF THE AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS, ATLANTIC CITY, N.J., FEBRUARY 18, 1969.

EJ 008 394 AA 502 941
SIGNIFICANCE OF THE FEDERAL INVESTMENT IN EDUCATIONAL R & D BAILEY, STEPHEN K., *J RES DEVELOP EDUC*, V2 N4, PP29-35, 69 SUM

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EJ 008 405 AA 503 160
CATHOLIC EDUCATION SERVING A TROUBLED SOCIETY BERNARDIN, JOSEPH L., *NCEA BULL*, V66 N1, PP7-11, 69 AUG

PRESENTED AT THE 66TH ANNUAL CONVENTION OF THE NATIONAL CATHOLIC EDUCATIONAL ASSOCIATION, DETROIT, MICHIGAN, APRIL 7-10, 1969.

EJ 008 406 AA 503 216
TRENDS IN NCA HIGH SCHOOLS STANAVAGE, JOHN A., *N CENT ASSN QUART*, V44 N1, PP198-208, 69 SUM

DATA WAS COMPILED FROM THE ANNUAL REPORTS OF ALL MEMBER SENIOR HIGH SCHOOLS (NORTH CENTRAL ASSOCIATION) AS OF OCTOBER 1, 1968.

EJ 008 563 AA 503 395
PARADOX AND PROMISE MCCARTHY, J. R., *EDUC CAN*, V9 N3, PP3-7, 69 SEP

PAPER PREPARED FOR THE CEA SHORT COURSE IN EDUCATIONAL LEADERSHIP, HELD AT BANFF, MAY, 1969.

EJ 008 571 AA 503 425
EDUCATIONAL DECISION MAKING PHARIS, WILLIAM L., JR.; AND OTHERS, *TODAYS EDUC*, V58 N7, PP52-54, 69 OCT

EJ 008 582 AA 503 640
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EJ 008 600 EA 500 168
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EJ 008 601 EA 500 173
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EJ 008 603 EA 500 176
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EJ 008 604 EA 500 177
IT'S BEEN GOING FOR A CENTURY LATTA, EVERETTE MICHAEL, *AMER SCH BOARD J*, V157 N5, PP30, 69 NOV

EJ 008 607 HE 500 537
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EJ 008 618 SP 500 121
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SPEECH GIVEN BEFORE THE ANNUAL MEETING OF THE AMERICAN ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION (22ND, CHICAGO, ILL., FEB. 1969)

EJ 008 620 UD 500 163
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EJ 008 739 EM 500 440
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EJ 008 806 EA 500 156
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EJ 008 937 AA 503 337
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EJ 008 954 AA 503 402
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ANNUAL REPORT OF THE CANADIAN EDUCATION ASSOCIATION COVERING EDUCATIONAL DEVELOPMENTS IN CANADA FOR 1968-1969.

EJ 008 969 AA 503 539
SPECIAL EDUCATION: NEW PRIORITY, NEW MONEY MARTIN, EDWIN W., *NAT SCH*, V84 N4, PP57-58, 69 OCT

EJ 009 000 EA 500 144
AIMING FOR EDUCATION'S MOONSHOTS MCCALL, TOM, *COMPACT*, V3 N4, PP63-64, 69 AUG

FROM THE PROCEEDINGS OF THE ANNUAL MEETING OF THE EDUCATION COMMISSION OF THE STATES (3RD, DENVER, COLORADO, JULY 7-9, 1969).

EJ 009 030 PS 500 121
THE SEVENTIES: A TIME FOR GIANT STEPS FROST, JOE L.; ROWLAND, G. THOMAS, *CHILDHOOD EDUC*, V46 N1, PP4-13, 69 SEP-OCT

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EJ 009 031 PS 500 122
WHAT'S AHEAD IN TEACHER EDUCATION? DAVIES, DON, *CHILDHOOD EDUC*, V46 N1, PP14-16, 69 SEP-OCT

EJ 009 032 PS 500 123
TWO CONGRESSMEN LOOK AT AMERICAN EDUCATION PELL, CLAIBORNE; QUIE, ALBERT H., *CHILDHOOD EDUC*, V46 N1, PP17-21, 69 SEP-OCT

EJ 009 077 AA 503 518
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EJ 009 079 AA 503 673
PUBLIC-SCHOOL PROFESSIONAL PERSONNEL *NEA RES BULL*, V47 N3, PP81-82, 69 OCT

EJ 009 136 HE 500 541
THERE'S MORE TO EVALUATING PURCHASING DEPARTMENTS THAN STATISTICAL COMPARISONS BACON, PAUL A., *COLL UNIV BUS*, V47 N4, PP92-98, 69 OCT

EJ 009 238 AA 503 442
THE LIFE-INCOME AGREEMENT; MOST NEGLECTED VEHICLE FOR INDEPENDENT SCHOOL GIVING MCMILLAN, WILLIAM J.; MCMILLAN, GEORGE, *INDEPEND SCH BULL*, V29 N1, PP64-65, 69 OCT

EJ 009 239 AA 503 545
BUSINESS SAVVY SAVES SCHOOL SYSTEM MONEY , *NAT SCH*, V84 N4, PP72,74, 69 OCT

EJ 009 240 AA 503 672
SALARIES PAID PUBLIC-SCHOOL PROFESSIONAL EMPLOYEES , *NEA RES BULL*, V47 N3, PP77-81, 69 OCT

EJ 009 241 AA 503 674
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EJ 009 242 AA 503 677
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EXCERPTS FROM "AN OVERVIEW OF PLANNING-PROGRAMMING-BUDGETING SYSTEMS," A PAPER DELIVERED AT THE 12TH NATIONAL

CONFERENCE ON SCHOOL FINANCE, HELD IN NEW ORLEANS, LOUISIANA, MARCH 23-25, 1969.

EJ 009 243 EA 500 140
STATE ASSUMPTION OF SCHOOL COSTS BRYANT, FARRIS, *COMPACT,* V3 N4, PP38-40, 69 AUG
FROM THE PROCEEDINGS OF THE ANNUAL MEETING OF THE EDUCATION COMMISSION OF THE STATES (3RD, DENVER, COLORADO, JULY 7-9, 1969).

EJ 009 244 EA 500 146
PANEL II: CATASTROPHE IN FUNDING--THE PARTNERS RENEGE , *COMPACT,* V3 N4, PP14-18, 69 AUG
FROM THE PROCEEDINGS OF THE ANNUAL MEETING OF THE EDUCATION COMMISSION OF THE STATES (3RD, DENVER, COLORADO, JULY 7-9, 1969).

EJ 009 245 EA 500 149
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EJ 009 246 EA 500 151
UNTIL BOARDMEN RECOGNIZE AND USE THEIR OWN IMPRESSIVE POLITICAL MUSCLE, THEY WILL BE SPOOKED BY ADMINISTRATORS AND PATRONIZED BY CONGRESS WAGONER, DAVID E., *AMER SCH BOARD J,* V157 N3, PP33-35, 69 SEP

EJ 009 247 EA 500 163
TOWARDS A THEORY OF PUBLIC BUDGETARY DECISION MAKING GERWIN, DONALD, *ADMIN. SCI. QUART.,* V14 N1, PP33-46, 69 MAR

EJ 009 248 EA 500 181
DON'T FORCE YOUR ADMINISTRATORS TO WORK AGAINST YOU UNDERWOOD, KENNETH E., *AMER SCH BOARD J,* V157 N5, PP40, 69 NOV

EJ 009 249 EA 500 183
HOW TO BOOST YOUR CHANCES FOR A BOND ISSUE VICTORY MCCLOSKEY, GORDON, *AMER SCH BOARD J,* V157 N5, PP44, 69 NOV
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EJ 009 251 HE 500 528
DO YOU BELIEVE ANY OF THESE 10 MYTHS ABOUT FINANCIAL AID? DICKSON, DOUGLAS R., *COLL BOARD REV,* N73, PP14-18, 69 FALL

EJ 009 254 LI 500 328
MANAGERIAL COST ACCOUNTING FOR A TECHNICAL INFORMATION CENTER HELMKAMP, JOHN G., *AMER DOC,* V20 N2, PP111-118, 69 APR

EJ 009 255 UD 500 220
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EJ 009 256 VT 500 731
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EJ 009 267 AA 503 681
THE BILINGUAL EDUCATION ACT CORDASCO, FRANCESCO, *PHI DELTA KAPPAN,* V51 N2, PP75, 69 OCT

EJ 009 269 EA 500 135
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EJ 009 270 EA 500 142
NEW IMPACT FOR THE FEDERAL PARTNER ALLEN, JAMES E., JR., *COMPACT,* V3 N4, PP48-50, 69 AUG
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EJ 009 271 EA 500 143
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EJ 009 272 EA 500 145
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EJ 009 273 EA 500 147
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EJ 009 279 UD 500 165
FEDERAL EDUCATIONAL PROGRAMS AND MINORITY GROUPS GLICKSTEIN, HOWARD A., *J NEGRO EDUC,* V38 N3, PP303-314, 69 SUMMER

EJ 009 365 EC 500 639
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EJ 009 383 AA 503 458
ACTION FOR THE MENTAL HEALTH OF CHILDREN: THE JOINT COMMISSION REPORT AND NAMH RESPONSE *MENT HYG,* V53 N4, PP497-499, 69 OCT

EJ 009 391 CG 500 615
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EJ 009 500 EF 500 136
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EJ 009 712 HE 500 527
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EJ 009 719 LI 500 297
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EJ 009 730 AA 503 686
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EJ 009 782 UD 500 248
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EJ 009 801 EA 500 136
STRENGTHENING THE STATES THROUGH THE PRIVATE SECTOR PIFER, ALAN, *COMPACT,* V3 N4, PP10-13, 69 AUG
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EJ 009 802 EA 500 155
OTIS: THE OREGON TOTAL INFORMATION SYSTEM BENNETT, LOWRY M., *J EDUC DATA PROCESS,* V6 N3, PP157-165, 69 SUM

EJ 009 924 HE 500 530
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EJ 009 932 EA 500 139
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EJ 009 967 EA 500 141
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EJ 010 086 AA 503 754
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EJ 010 108 EF 500 149
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EJ 010 127 UD 500 236
SEATTLE SCHOOLS AND THE 40/60/40 SYNDROME MOREO, DOMINIC W., *URBAN REV,* V4 N2, PP5-8, 69 OCT

EJ 010 128 UD 500 258
COFFIN AND HIS GRAVE DIGGERS IN EVANSTON SEYL, ROBERT G., MRS.; AND OTHERS, *INTEGRATED EDUC,* V7 N6, PP20-24, 69 NOV-DEC

EJ 010 134 VT 500 809
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EJ 010 135 VT 500 811
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EJ 010 441 LI 500 363
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EJ 010 556 VT 500 821
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EJ 010 568 AA 503 714
PROFESSIONAL NEGOTIATION: SOME QUESTIONS AND COMMENTS JOZWIAK, ROBERT L., *NAT ELEM PRINC,* V49 N1, PP38-42, 69 SEP

EJ 010 571 AA 503 745
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EJ 010 594 EM 500 499
COMPUTERS IN EDUCATION. AN RCA VIEWPOINT GLAUBERMAN, M. H., *EDUC TECHNOL,* V9 N9, PP63-6, 69 SEP

EJ 010 638 AA 503 761
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RODERIC L., *CLEARING HOUSE,* V44 N2, PP110-114, 69 OCT

EJ 010 665 AA 503 871
COST ANALYSIS AND CURRICULUM DECISIONS MANNING, WILLIAM R., *EDUC LEADERSHIP,* V27 N2, PP179, 181, 183, 69 NOV

EJ 010 706 AA 503 707
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EJ 010 707 AA 503 832
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EJ 010 708 AA 503 833
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EJ 010 709 AA 503 834
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EJ 010 710 AA 503 835
ICEBERG IN YOUNGSTOWN YOHMAN, MICHAEL S., *PHI DELTA KAPPAN,* V51 N3, PP121-122, 69 NOV

EJ 010 711 AA 503 838
IN DEFENSE OF THE 'HARMFUL MONOPOLY' FOX, EDWARD J.; LEVENSON, WILLIAM B., *PHI DELTA KAPPAN,* V51 N3, PP131-135, 69 NOV
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EJ 010 712 AA 503 839
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EJ 010 713 AA 503 841
PLANNING PROGRAMMING BUDGETING SYSTEMS: BOON OR BANE? FURAO, ORLANDO F., *PHI DELTA KAPPAN,* V51 N3, PP142-144, 69 NOV

EJ 010 714 AA 503 842
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EJ 010 715 AA 503 843
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EJ 010 716 AA 503 844
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EJ 010 717 AA 503 845
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EJ 010 718 AA 503 846
WILL SHARED-TAX SCHEMES SPOIL STATE SCHOOL AID? CRONIN, JOSEPH, *PHI DELTA KAPPAN,* V51 N3, PP158-160, 69 NOV
PERSONAL INTERVIEW WITH WALTER HELLER, PROFESSOR OF ECONOMICS AT THE UNIVERSITY OF MINNESOTA.

EJ 010 719 AA 503 847
THE URGENT NEED FOR EDUCATIONAL FINANCE REFORM IN THE SEVENTIES MCLURE, WILLIAM P., *PHI DELTA KAPPAN,* V51 N3, PP160-162, 69 NOV

EJ 010 720 AA 503 848
IMPLICATIONS OF THE CURRENT NATIONAL EDUCATIONAL FINANCE PROJECT MCLURE, WILLIAM P., *PHI DELTA KAPPAN,* V51 N3, PP162-163, 69 NOV

EJ 010 723 CG 500 908
RESEARCH, TRAINING, AND DEMONSTRATION FUNDS FOR GUIDANCE AND COUNSELING SCHWAAB, NANCY C., *PERSONNEL GUIDANCE J,* V48 N4, PP305-309, 69 DEC
REVIEWS PROGRAMS OF FEDERAL, STATE, AND PRIVATE AGENCIES SO EDUCATORS MAY KNOW SOME OF THE SOURCES OF FINANCIAL AID FOR ALL LEVELS OF EDUCATION. PRESENTS SEVERAL BASIC SOURCES OF ADDITIONAL INFORMATION ON AVAILABLE PROGRAMS. (AUTHOR/CJ)

EJ 010 725 EA 500 210
MAJOR ISSUES IN SCHOOL FINANCE MCLURE, WILLIAM P., *EDUC ADMIN QUART,* V5 N3, PP2-14, 69 AUTUMN
INTERPRETS THE CONTEMPORARY ISSUES IN SCHOOL FINANCE AS FUNCTIONS OF THREE PHENOMENA: (1) EDUCATIONAL NEEDS OF INDIVIDUALS AND SOCIETY, (2) GOVERNANCE, AND (3) ECOLOGICAL CHARACTERISTICS OF THE POPULATION. (DE)

EJ 010 726 EA 500 218
HOW TO TELL WHAT NEXT YEAR'S TEACHERS WILL COST YOUR BOARD MAHDESIAN, ZAVEN M., *AMER SCH BOARD J,* V157 N6, PP15-18, 69 DEC
GIVEN THE DISTRIBUTION OF STAFF ON THE SALARY SCHEDULE AND THE INDEX OF SALARIES TO BE PAID, THESE TABLES PROVIDE A METHOD THAT ALLOWS OFFICIALS TO DETERMINE WHAT IT WILL COST TO RAISE THE STARTING SALARY BY ANY GIVEN AMOUNT, WHAT THE AVERAGE INCREASE WILL BE, AND WHAT THE AVERAGE SALARY WILL BE FOR TOTAL STAFF AND SUBDIVISIONS. (DE)

EJ 010 727 EF 500 145
THE CASE FOR FISCAL REFORM NOW MILLER, THEODORE J., *SCH MANAGE,* V13 N11, PP50-54, 60, 63, 69 NOV
A CASE IS MADE FOR THE END OF LOCAL PROPERTY TAXATION AND A COMPLETE TAKEOVER OF FINANCING PUBLIC SCHOOLS BY THE STATE. (NI)

EJ 010 728 EF 500 146
WHEN THE DOLLARS DRY UP IN SUBURBIA , *SCH MANAGE,* V13 N11, PP55-59, 69 NOV
A DESCRIPTION OF ONE SCHOOL DISTRICT'S FINANCIAL PROBLEMS RESULTING FROM A NARROW TAX BASE. (NI)

EJ 010 729 EF 500 147
PPBS MEANS BETTER MONEY MANAGEMENT BUSKIN, MARTIN, *SCH MANAGE,* V13 N11, PP64-68, 80, 82, 86, 88, 69 NOV
A DISCUSSION OF ADVANTAGES AND DISADVANTAGES OF PROGRAMMING-PLANNING-BUDGETING SYSTEMS (PPBS) ALONG WITH FIVE CASE STUDIES OF SCHOOL DISTRICTS' PREPARATION FOR CONVERSION TO PPBS. (NI)

EJ 010 732 HE 500 558
YOU CAN'T "GO BY THE BOOK" FOR LIBRARY BUDGET TANIS, NORMAN E., *COLL UNIV BUS,* V47 N5, PP65-66, 69 NOV
RECOMMENDS THAT BUDGET PLANNING FOR COLLEGE LIBRARIES BE BASED ON PERFORMANCE AND UNIT COSTS RATHER THAN ON BUDGET FORMULAS. CONSIDERATION SHOULD BE GIVEN TO THE PROGRAM OF LIBRARY SERVICES, THE KIND OF SERVICES PERFORMED AND THE ADEQUACY OF THIS PERFORMANCE. PRESENTS EIGHT BASIC REQUIREMENTS AS A STANDARD FOR PLANNING INDIVIDUAL LIBRARY BUDGETS. (WM)

EJ 010 735 RC 500 054
LEGISLATIVE AND AGENCY REPORT , *APPALACHIA,* V3 N1, PP21, 69 SEP

EJ 010 736 AA 503 840
USING PPBS TO OVERCOME TAXPAYERS' RESISTANCE ALIOTO, ROBERT F.; JUNGHERR, J. A., *PHI DELTA KAPPAN,* V51 N3, PP138-141, 69 NOV

EJ 010 741 EA 500 215
BOARDMEN AREN'T WARMED MUCH BY STATE 'EQUALIZING' PLANS FOR EDUCATION *AMER SCH BOARD J,* V157 N6, PP9-11, 30, 69 DEC
EIGHT REPRESENTATIVE SCHOOL BOARD MEMBERS DISLIKE A PLAN THAT WOULD SANCTION A STATE TO COLLECT ALL SCHOOL TAXES AND DISTRIBUTE FUNDS TO ALL DISTRICTS ON EQUAL PER-PUPIL BASIS. (DE)

EJ 010 742 EF 500 153
LEGISLATION OF NOTE , *SCH LUNCH J,* V23 N10, PP36, 69 NOV/DEC

EJ 010 809 EC 500 713
THE EFFECTS OF PUBLIC LAW 89-10, TITLE VI, ON PROGRAMS FOR VISUALLY IMPAIRED CHILDREN CORDER, W. OWENS; WALKER, DON L., *EDUC VISUALLY HANDICAPPED,* V1 N2, PP52-7, 69 MAY

EJ 011 166 LI 500 362
EQUALIZING EDUCATIONAL OPPORTUNITY. EDUCATIONAL TRENDS AND MEDIA PROGRAMS IN SCHOOL LIBRARIES MAHAR, MARY HELEN, *ALA BULL,* V63 N2, PP226-230, 69 FEB
AN OVERVIEW OF CURRENT EXPERIMENTAL SCHOOL LIBRARY PROGRAMS AND MEDIA CENTER DEMONSTRATIONS FUNDED BY THE FEDERAL GOVERNMENT. EXAMPLES OF SPECIFIC PROGRAMS ARE INCLUDED. (JB)

EJ 011 291 AA 503 943
EARLY SCHOOL ADMISSIONS , *TODAYS EDUC,* V58 N8, PP57-58, 74-75, 69 NOV

EJ 011 503 RE 500 642
THE RESPONSIVE ENVIRONMENT PROJECT MOORE, OMAR KHAYYAM, *READING SOC SETTING,* , PP73-81, 67 JUL
LECTURE GIVEN BEFORE THE ANNUAL CONFERENCE AND COURSE ON READING (23D, UNIVERSITY OF PITTSBURGH, PITTSBURGH, PA., JULY 10-21, 1967).

EJ 011 552 AA 503 997
ONE STEP OFF THE SIDEWALK BLACK, JONATHAN, *SATURDAY REV,* V52 N46, PP88-89, 100-101, 69 NOV 15

EJ 011 577 EA 500 200
TROUBLE IN HIGH SCHOOLS: NEW JERSEY RESPONDS MARBURGER, CARL L., *COMPACT,* V3 N5, PP36-38, 69 OCT
THE NEW JERSEY DEPARTMENT OF EDUCATION DISCOVERED THAT A COMMON STATEWIDE STRATEGY FOR COPING WITH STUDENT DISORDERS IS NOT PRACTICAL. TWO WORKSHOPS INVOLVING MOST OF THE STATE'S SCHOOL DISTRICTS WERE CONDUCTED TO SUPPLY BACKGROUND BUT NOT TO PRESCRIBE SPECIFIC COURSES OF ACTION. (AUTHOR/MF)

EJ 011 728 EM 500 568
LET'S REWARD GOOD TEACHERS CALVIN, ALLEN, *EDUC TECHNOL,* V9 N10, PP97-8, 69 OCT
EDITORIAL WHICH POINTS OUT THAT GOOD TEACHERS RECEIVE NO MORE PAY THAN BAD TEACHERS, AND WHICH CALLS FOR AN OVERHALL OF PUBLIC EDUCATION IN ORDER TO REWARD THOSE TEACHERS WHO DO THEIR JOB WELL. (LS)

EJ 011 755 AA 504 404
POLYSTYRENE PRINTS O'MALLEY, WILLIAM, *SCH ARTS,* V69 N4, PP20-23, 69 DEC
DISCUSSED ARE THE EXCITING ADVANTAGES AND POSSIBILITIES OF USING POLYSTYR-

ENE TRAYS FOUND IN MEAT PACKAGING FOR PRINTMAKING. AMONG THEM ARE EASE OF USE, LOW COST AND QUICK AVAILABILITY OF MATERIALS, BEAUTIFUL TEXTURAL EFFECTS. PROCEDURES ARE EXPLAINED FOR VARIOUS AGE LEVELS. (BF)

EJ 011 801 EM 500 571
CHICAGO: ITV AND GHETTO EDUCATION BRETZ, RUDY, *EDUC/INSTR BROADCASTING*, V2 N10, PP19-22, 69 DEC

DESCRIBES A PROGRAM IN CHICAGO IN WHICH CLUSTERS OF ETHNICALLY SIMILAR AND GEOGRAPHICALLY CLOSE GHETTO SCHOOLS HAVE POOLED THEIR RESOURCES TO CREATE INSTRUCTIONAL TELEVISION PROGRAMS MORE CLOSELY RELATED TO THE NEEDS OF THEIR STUDENTS THAN ARE THE PROGRAMS AVAILABLE THROUGH THE DISTRICT WIDE ITV SYSTEM. (LS)

EJ 011 811 UD 500 284
MOVIES IN THE GHETTO, B.P. (BEFORE POITIER) CRIPPS, THOMAS R., *NEGRO DIGEST*, V18 N4, PP21-27, 45-48, 69 FEB

RECOUNTS THE SHORT HISTORY OF THE INDEPENDENT BLACK FILM INDUSTRY AND THE REASONS FOR ITS FAILURE. (RJ)

EJ 011 950 AA 504 273
COMMISSIONER ALLEN SPEAKS ON URBAN EDUCATION ALLEN, JAMES E. JR., *CATH EDUC REV*, V67 N2, PP97-104, 69 NOV

THE QUALITY OF URBAN EDUCATION IS POOR AND MUST BE UPGRADED. THE AUTHOR, ASSISTANT SECRETARY FOR EDUCATION AND UNITED STATES COMMISSIONER OF EDUCATION, WRITES WITH THE KNOWLEDGE AND VIEW OF AN EDUCATOR. (CK)

EJ 011 952 AA 504 275
RIOTS AND DISORDERS: GETTING YOUR MONEY'S WORTH FROM AMERICAN EDUCATION GRAMBS, JEAN DRESDEN, *CATH EDUC REV*, V67 N2, PP123-32, 69 NOV

THE AUTHOR CONTENDS THAT WELL FINANCED EDUCATIONAL SYSTEMS WILL PRODUCE SATISFIED AND WELL EDUCATED STUDENTS. SHE IS A PROFESSOR OF EDUCATION AT THE UNIVERSITY OF MARYLAND IN COLLEGE PARK AND HAS PUBLISHED EXTENSIVELY IN HER FIELD. (CK)

EJ 011 970 EC 500 790
EDUCATIONAL TECHNOLOGY AND THE NECESSARY REVOLUTION IN EDUCATION OFIESH, GABRIEL, *AMER ANN DEAF*, V114 N5, PP893-905, 69 NOV

PAPER PRESENTED AT SYMPOSIUM ON RESEARCH AND UTILIZATION OF EDUCATIONAL MEDIA FOR TEACHING THE DEAF (LINCOLN, NEBRASKA, MARCH 17-19, 1969). (JJ)

EJ 012 018 AA 504 067
PAID LEAVE PROVISIONS FOR TEACHERS IN NEGOTIATION AGREEMENTS , *NEA RES REPS*, VR9, PP1-96, 69

EJ 012 021 AA 504 235
TEACHERS AND THE AGENCY SHOP , *NEA RES BULL*, V47 N4, PP110-11, 69 DEC

A SAMPLE SURVEY OF PUBLIC-SCHOOL TEACHERS SHOWS A MAJORITY FAVOR THE AGENCY SHOP. (DB)

EJ 012 022 AC 500 371
A SIMPLIFIED APPROACH TO JOB ANALYSIS THOMAS, D. B.; COSTLEY, JOHN, *IND TRAINING INT*, V4 N11, PP464-467, 69 NOV

THE SYSTEMS APPROACH TO TRAINING HAS GENERALLY BEEN APPLIED TO SHORT-CYCLE, OPERATIVE CRAFT SKILLS TASKS. THE SYSTEM IS MORE DIFFICULT TO APPLY TO COMPLEX, NON-REPTITIVE SUPERVISORY AND MANAGERIAL SKILLS WITHOUT CONSIDERABLE COST. THIS ARTICLE REPORTS THE FIRST PART OF A STUDY TO TRY TO OVERCOME THIS PROBLEM. (SE)

EJ 012 037 AA 504 131
INSTRUMENTS OF THE ELEMENTARY SCHOOL MUSIC PROGRAM. . . A TEACHER'S GUIDE FISHER, RENEE, *GRADE TEACHER*, V87 N4, PP82-89, 69 DEC

DESCRIPTION OF OVER FORTY INSTRUMENTS SUITABLE FOR CLASSROOM USE. (AP)

EJ 012 070 HE 500 622
ESTIMATED QUALITY, NOT QUANTITY, SHOULD BE BASIS FOR COMPARISON OF PURCHASING DEPARTMENTS BACON, PAUL A., *COLL UNIV BUS*, V47 N6, PP68-70, 69 DEC

EJ 012 075 VT 500 949
ADVISORY COUNCIL ATTACKS THREE CAUSES FOR 'HIGH RATE' OF SCHOOL FAILURE *AMER VOCAT J*, V44 N9, PP71, 69 DEC

EJ 012 085 AA 504 132
WHATEVER HAPPENED TO THOSE REGIONAL LABORATORIES? , *GRADE TEACHER*, V87 N4, PP96-106, 69 DEC

AN ASSESSMENT OF THE PROGRESS OF THE REGIONAL EDUCATIONAL LABORATORIES CREATED UNDER TITLE IV OF THE 1966 ELEMENTARY AND SECONDARY EDUCATION ACT. SPECIFIC INFORMATION ON 12 LABORATORIES IS INCLUDED. (AP)

EJ 012 088 EA 500 238
ARTIFICIAL TURFS: EASIER TO MAINTAIN, SAFER FOR PLAY, BUT COSTS STILL HIGH , *NAT SCH*, V84 N6, PP60-61, 69 DEC

EJ 012 098 LI 500 425
PIN MONEY CONVERSION. MEDIA CENTER DESIGN BOYD, M. F., *SCH LIBR J*, V16 N3, PP62, 69 NOV

A NEW LEARNING CENTER

EJ 012 133 AA 504 157
PROGRAM BUDGETING DESIGN FOR SCHOOLS UNVEILED, WITH MUCH WORK STILL TO GO *NAT SCH*, V84 N5, PP40-43, 69 NOV

A SPECIAL INTERVIEW IN WHICH DR. WILLIAM H. CURTIS, PROJECT DIRECTOR OF THE RESEARCH CORPORATION OF THE ASSOCIATION OF SCHOOL BUSINESS OFFICIALS, TELLS ABOUT THE PROGRESS OF THE PROJECT AND THE PROBLEMS ENCOUNTERED. (CT)

EJ 012 134 AA 504 158
PPBS: WHAT WE'VE LEARNED IN ONE YEAR GIBBS, WESLEY; AND OTHERS, *NAT SCH*, V84 N5, PP43, 69 NOV

EJ 012 135 AA 504 165
RELATIONSHIP BETWEEN EXPENDITURES AND QUALITY CHARACTERISTICS OF EDUCATION IN PUBLIC SCHOOLS RAJPAL, PURAN L., *J EDUC RES*, V63 N2, PP57-59, 69 OCT

RESULTS OF THIS STUDY SUPPORT THE HYPOTHESIS THAT "HIGHER EXPENDITURE PER PUPIL USUALLY RESULTS IN HIGHER EDUCATIONAL QUALITY. MORE MONEY INVESTED GENERALLY MEANS HIGHER RETURN." STUDY BASED ON AN UNPUBLISHED DOCTORAL DISSERTATION COMPLETED AT THE UNIVERSITY OF IOWA. (AUTHOR)

EJ 012 137 AA 504 213
AN ANALYTICAL APPROACH TO SALARY EVALUATION FOR EDUCATIONAL PERSONNEL BRUNO, JAMES EDWARD, *INT J EDUC SCI*, V3 N2, PP161-172, 69 OCT

"IN THIS STUDY A LINEAR PROGRAMMING MODEL FOR DETERMINING AN 'OPTIMAL' SALARY SCHEDULE WAS DERIVED THEN APPLIED TO AN EDUCATIONAL SALARY STRUCTURE." THE VALIDITY OF THE MODEL AND THE EFFECTIVENESS OF THE APPROACH WERE ESTABLISHED. (AUTHOR)

EJ 012 138 AA 504 231
SOME OF THE HIGHEST SCHEDULED SALARIES FOR TEACHERS, 1969-70 *NEA RES BULL*, V47 N4, PP99-102, 69 DEC

EJ 012 139 AA 504 240
TRENDS IN SALARIES SCHEDULED FOR TEACHERS , *NEA RES BULL*, V47 N4, PP124-6, 69 DEC

EJ 012 142 HE 500 614
STUDY REVEALS EXTENT OF FACULTY SERVICES BEYOND THE CLASSROOM - AND ASSIGNS DOLLAR VALUE TO THEM FEIOCK, VERNON L., *COLL UNIV BUS*, V47 N6, PP14-21, 69 DEC

EJ 012 144 RC 500 061
STATE PARTICIPATION IN APPALACHIAN DEVELOPMENT WHISMAN, JOHN D., *APPALACHIA*, V3 N2, PP19-21, 69 OCT

EJ 012 145 SE 500 595
FEDERAL EDUCATION PROGRAMS, AN NSTA STAFF REPORT , *SCI TEACHER*, V36 N7, PP37-38, 69 OCT

QUESTIONS OF CONSOLIDATION AND FUNDING OF FEDERAL EDUCATION PROGRAMS ARE CONSIDERED IN THIS NSTA REPORT. CONSOLIDATION EFFORTS CONCERN TITLES II AND III OF ESEA AND TITLES IV-A AND V-A OF NDEA. THE FUNDING AND ADMINISTRATIVE PROVISIONS OF EDUCATIONAL LEGISLATION ARE DISCUSSED. THE 1969 AND 1970 APPROPRIATIONS IN HOUSE LEGISLATION FOR EDUCATION ARE INCLUDED. (LC)

EJ 012 149 AA 504 069
THE TEACHER'S DAY IN COURT; REVIEW OF 1968. AN ANNUAL COMPILATION , *NEA RES REPS*, VR11, PP1-63, 69

THIS REPORT, PART OF THE SCHOOL LAW SERIES, CONTAINS DIGESTS OF 97 COURT DECISIONS COMPILED FROM DECISIONS PUBLISHED IN THE "NATIONAL REPORTER SYSTEM" DURING 1968. (AUTHOR)

EJ 012 154 AA 504 236
ONE MAN, ONE VOTE, AND THE SCHOOL DISTRICT , *NEA RES BULL*, V47 N4, PP112-4, 69 DEC

EJ 012 278 AA 504 159
'TO ELABORATE,' CRITICS SAY, BUT IPI KEEPS ON GROWING DIVOKY, DIANE, *NAT SCH*, V84 N5, PP44-46, 50, 69 NOV

IPI IS AN ATTEMPT TO "STRUCTURE, CONTROL, MEASURE AND ALTER THE LEARNING THAT GOES ON IN ELEMENTARY SCHOOLS." (AUTHOR)

EJ 012 289 EM 500 565
CAI IN NEW YORK CITY: REPORT ON THE FIRST YEAR'S OPERATIONS BUTLER, CORNELIUS F., *EDUC TECHNOL*, V9 N10, PP84-7, 69 OCT

"THE NATION'S LARGEST CAI OPERATION IN A PUBLIC SCHOOL SYSTEM CONCLUDED ITS FIRST FULL YEAR OF OPERATION IN JUNE, 1969. THE RESULTS INDICATE A VERY DEFINITE SUCCESS FOR EDUCATION'S MOST CLOSELY WATCHED USE OF TECHNOLOGY. THREE MAJOR CRITERIA FOR SUCCESS OF SUCH A PROJECT ARE 1) ACCEPTANCE OF CAI BY THE SCHOOLS AND THEIR PUPILS, 2) PER PUPIL COSTS AND 3) STUDENT ACHIEVEMENT." THESE THREE CRITERIA ARE THE SUBJECT OF THE ARTICLE. (AUTHOR/LS)

EJ 012 503 EA 500 222
THE FLORIDA PLAN FOR A STATEWIDE EDUCATION MANAGEMENT INFORMATION SYSTEM YARBROUGH, L. EVERETT, *AEDS J*, V3 N1, PP1-9, 69 SEP

PRESENTS THE HISTORY AND NEED FOR A STATE-WIDE EDUCATIONAL INFORMATION SYSTEM. RECOMMENDATIONS AND BUDGET DETAILS FOR SUCH A SYSTEM ARE PREPARED FOR THE 1970 FLORIDA LEGISLATURE. (MF)

EJ 012 677 PS 500 169
EDUCATIONAL RESEARCH POLICIES OF SCHOOL DISTRICTS NATIONWIDE GOWAN, JOHN C.; WYETH, EZRA, *CALIF J EDUC RES*, V20 N5, PP204-12, 69 NOV

REPORTS NATIONAL SURVEY RESULTS OF LARGE SCHOOL DISTRICTS' POLICIES ON PARTICIPATING IN RESEARCH PROJECTS ORIGINATING OUTSIDE THE DISTRICT. INCLUDED ARE EXCERPTS FROM SPECIFIC SCHOOL DISTRICT POLICIES AND A REPORT ON DATA ACCESSIBILITY BY WILLIAM G. MONAHAN OF THE UNIVERSITY OF IOWA. (DR)

EJ 012 684 AA 504 205
WHAT'S HAPPENING? HONN, FLOYD R., *J*

SECONDARY EDUC, V44 N7, PP334-336, 69 NOV

EJ 012 723 EA 500 236
ACCOUNTABILITY AND PERFORMANCE CONTRACTS: AFTER TEXARKANA, WHAT? LESSINGER, LEON M., *NAT SCH*, V84 N6, PP37-40, 69 DEC
DISCUSSES PROBLEMS AND PROMISES OF CONTRACTING OPERATIONALLY DEFINED EDUCATIONAL OUTPUT TO A SPECIAL TEACHING GROUP TO BE REIMBURSED ACCORDING TO STUDENT PERFORMANCE. (MF)

EJ 012 734 EM 500 552
A MODEL FOR CURRICULUM EVALUATION CRANE, PETER; ABT, CLARK C., *EDUC TECHNOL*, V9 N10, PP17-25, 69 OCT
DESCRIBES IN SOME DETAIL THE CURRICULUM EVALUATION MODEL, "A TECHNIQUE FOR CALCULATING THE COST-EFFECTIVENESS OF ALTERNATIVE CURRICULUM MATERIALS BY A DETAILED BREAKDOWN AND ANALYSIS OF THEIR COMPONENTS, QUALITY, AND COST." COVERAGE, APPROPRIATENESS, MOTIVATIONAL EFFECTIVENESS, AND COST ARE THE FOUR MAJOR CATEGORIES IN TERMS OF WHICH THE CURRICULUM MATERIALS ARE CONSIDERED. PAPER WRITTEN UNDER CONTRACT WITH THE U.S. DEPARTMENT OF THE INTERIOR, BUREAU OF INDIAN AFFAIRS. (LS)

EJ 012 789 AA 504 435
EDUCATION AT THE CROSSROADS GILBERT, JOHN R., *NCEA BULL*, V65 N5, PP6-9, 69 NOV

EJ 012 816 UD 500 323
SOME FISCAL DIMENSIONS OF THREE HYPOTHETICAL DECENTRALIZATION PLANS CALLAHAN, JOHN; SHALALA, DONNA E., *EDUC URBAN SOC*, V2 N1, PP40-53, 69 NOV
EARLIER VERSION OF PAPER WAS PRESENTED AT THE 1969 ANNUAL MEETING OF THE NEW YORK POLITICAL SCIENCE ASSOCIATION. (RJ)

EJ 012 817 UD 500 367
TRANSPORTATION AND POVERTY. THE 100 KAIN, JOHN F.; MEYER, JOHN R., *PUBLIC INTEREST*, N18, 70 W
THIS ARTICLE SUMMARIZES A CONFERENCE ON TRANSPORTATION AND POVERTY, HELD JUNE 7, 1968 WHICH WAS ORGANIZED AND CHAIRED BY THE AUTHORS; THE AMERICAN ACADEMY OF ARTS AND SCIENCES SPONSORED THE CONFERENCE. CONFERENCE PAPERS ARE LISTED. (AF)

EJ 012 848 EA 500 284
SPECIAL REPORT: HAPPINESS ISN'T NECESSARILY WHEN A BOARD GETS THE KIND OF SCHOOL IT DESERVES KOERNER, THOMAS F.; PARKER, CLYDE, *AMER SCH BOARD J*, V157 N7, PP13-23, 70 JAN
DESCRIBES THE NATURE OF THE TASK FACED BY A SCHOOL BOARD IN THE PLANNING AND DEVELOPING OF AN EDUCATIONAL FACILITY AND THE EXTENT OF PROFESSIONAL HELP AVAILABLE. (MF)

EJ 012 892 EM 500 605
WHEN EDUCATIONAL TELEVISION GOES PUBLIC BRONSON, VERNON, *EDUC BROADCASTING REV*, V3 N6, PP12-16, 69 DEC
VERNON BRONSON CLAIMS THAT THE ESTABLISHMENT OF THE CORPORATION FOR PUBLIC BROADCASTING HAS ACCELERATED "THE TREND OF STATIONS AWAY FROM THE FORMAL EDUCATIONAL STRUCTURE," A TREND WHICH MAKES THESE STATIONS LESS RESPONSIVE TO THEIR COMMUNITIES' EDUCATIONAL NEEDS. (LS)

EJ 012 897 EM 500 670
FORT GORDON: ARMY TRAINING VIA ITV COOKE, RICHARD, *EDUC INSTR BROADCASTING*, V3 N1, PP27-8, 70 JAN
"TELLS HOW THE ARMY SAVES MONEY, TIME, AND MANPOWER WITH ITV." (EDITOR)

EJ 012 967 AA 504 527
AUDIO-GRAPHIC NETWORK AIDS RURAL HIGH SCHOOLS CAMPBELL, ROBERT F., *CLEARING HOUSE*, V44 N3, PP157-160, 69 NOV
EXPANSION OF THE COUNSELING PROGRAM OF AN APPALACHIAN COUNTY DUE TO MERGING SCHOOLS "INTO A SINGLE ADMINISTRATIVE UNIT WITH ONE CURRICULUM AND ONE MASTER SCHEDULE, ALL TIED TOGETHER BY AN AUDIO-GRAPHIC NETWORK." (AUTHOR)

EJ 013 170 EA 500 241
A NEW STATE PRIORITY: EARLY CHILDHOOD PROGRAMS NIMNICHT, GLEN P., *COMPACT*, V3 N6, PP3-6, 69 DEC
RECOMMENDS STATE LEGISLATION ESTABLISHING A COMPREHENSIVE EDUCATIONAL PROGRAM BEGINNING AT AGE 3 OR 4, AND THE EXPANSION OF TRAINING PROGRAMS FOR TEACHERS AND ASSISTANTS. (MF)

EJ 013 171 EA 500 245
EARLY CHILDHOOD PROGRAMS IN THE STATES HARTLE, HELEN H., *COMPACT*, V3 N6, PP14-19, 69 DEC
SUMMARY OF THE CHARACTERISTICS OF 3, 4, AND 5 YEAR-OLD CHILDREN IN THE UNITED STATES, AND STATE LAWS ON PERMISSIVE SCHOOL ATTENDANCE AGE AND STATE AID FOR KINDERGARTENS. (MF)

EJ 013 262 AA 504 519
WHY INDEPENDENT SCHOOLS SHOULD DROP SOCIAL SECURITY MCMILLAN, WILLIAM J.; MCMILLAN, GEORGE, *INDEPEND SCH BULL*, V29 N2, PP61-63, 69 DEC
PRIVATE SCHOOLS CAN "...PROVIDE MUCH MORE ATTRACTIVE RETIREMENT BENEFITS FOR THE SAME COST BY FUNDING RETIREMENT PLANS OUTSIDE SOCIAL SECURITY." (AUTHOR)

EJ 013 324 EM 500 614
EPIE: COOPERATIVE EVALUATION KOMOSKI, P. KENNETH, *EDUC SCREEN AUDIOVISUAL GUIDE*, V48 N12, PP11, 24-5, 69 DEC

EJ 013 346 AC 500 415
PROGRAMED AV PAYS ITS WAY JOHNSON, LOWELL R., *TRAINING BUS IND*, V7 N1, PP36-39, 70 JAN
THE KOHLER COMPANY FOUND THAT PROGRAMED INSTRUCTION CAN EFFECTIVELY REDUCE JOB TRAINING TIME. COMPARISON STATISTICS DEMONSTRATED THE PROGRAMS MORE THAN REPAID THE COSTS. (SE)

EJ 013 347 AC 500 416
CAN WE EVALUATE TRAINING EXPENDITURES? BARRETT, JAMES E., *TRAINING BUS IND*, V7 N1, PP40-43, 70 JAN
ALTHOUGH ACCURATE MEASUREMENT OF TRAINING EFFECTIVENESS IS EXPENSIVE AND TIME CONSUMING, IT IS POSSIBLE. MANY FORMAL MEASUREMENTS OF TRAINING RESULTS AND A FEW FORMAL MEASUREMENTS OF TRAINING VALUE HAVE BEEN CREATED. (SE)

EJ 013 376 SE 500 977
THE METROPOLITAN EDUCATIONAL PARK PETTIGREW, THOMAS F., *SCI TEACHER*, V36 N9, PP23-26, 69 DEC

EJ 013 378 AA 504 333
ON LOOKING GIFT HORSES IN THE MOUTH: THE FEDERAL GOVERNMENT AND THE SCHOOLS ATKIN, J. MYRON, *EDUC FORUM*, V34 N1, PP9-20, 69 NOV
PRESSURE EXERTED BY THE FEDERAL GOVERNMENT TO MODIFY THE EDUCATIONAL PROGRAMS OF SCHOOLS THAT ACCEPT FEDERAL AID GIVES RISE TO SOME CONFLICTS. (CK)

EJ 013 379 AA 504 334
THE TENTH AMENDMENT AND UNCLE SAM NAGLE, JOHN M., *EDUC FORUM*, V34 N1, PP21-30, 69 NOV
THE LAUNCHING OF SPUTNIK I BY THE RUSSIANS INITIATED THE SHIFT OF EDUCATIONAL RESPONSIBILITY AND INFLUENCE FROM THE STATE TO THE NATIONAL LEVEL IN AMERICA. (CK)

EJ 013 381 AA 504 436
ALTERNATIVE COSTS OF EDUCATING CATHOLIC SCHOOL CHILDREN IN PUBLIC SCHOOLS DANIERE, ANDRE L.; MADAUS, GEORGE F., *NCEA BULL*, V65 N5, PP10-18, 69 NOV
STUDY INTENDS TO SHOW, "WHAT IS SAVED PUBLIC BUDGETS BY THE EXISTENCE OF CATHOLIC SCHOOLS." (AUTHOR)

EJ 013 383 AA 504 594
SALARY SCHEDULES FOR TEACHERS, 1969-70 , *NEA RES REP R13*, , PP1-122, 69
TEACHER SALARY SCHEDULES FOR 1969-70 FROM 1,142 PUBLIC SCHOOL SYSTEMS, WITH ENROLLMENTS OF 6,000 OR MORE AS OF OCTOBER 1968, ARE PRESENTED IN TABULAR FORM. (DB)

EJ 013 388 LI 500 519
FEDERAL SUPPORT FOR EDUCATION AND LIBRARIES HUMPHREY, HUBERT H., *SCH LIBR*, V19 N2, PP21-30, 70 W
CRITICIZES CUTS IN FEDERAL BUDGET FOR EDUCATION AND LIBRARIES IN VIEW OF THE NEEDS OF SOCIETY. URGES LIBRARIANS TO CHALLENGE THESE CUTS, TO SPEAK OUT FOR PRIORITY OF FUNDS FOR EDUCATION. PREPARED TEXT OF ADDRESS TO AMERICAN ASSOCIATION OF SCHOOL LIBRARIANS (AASL) STATE ASSEMBLY BREAKFAST, JUNE 26, 1969. (JS)

EJ 013 389 AA 504 652
HIGH SPOTS IN STATE SCHOOL LEGISLATION, JANUARY 1-AUGUST 31, 1969 , *NEA RES REPS NO. 12*, PP1-122, 69

EJ 013 465 AA 504 442
FOOD SERVICE IN RELIGIOUS INSTITUTIONS ZACCARELLI, HERMAN E., *NCEA BULL*, V65 N5, PP64-67, 69 NOV
THE AUTHOR EXPLAINS WHY HE FEELS THAT "...THE POSITION OF FOOD SERVICE DIRECTOR IS THE MOST DIFFICULT ONE WITHIN THE INSTITUTION--FAR MORE DIFFICULT AND MUCH LESS REWARDING THAN THAT OF ADMINISTRATOR." (AUTHOR)

EJ 013 466 AA 504 671
THE SCHOOL LUNCH PROGRAM AND THE NEA FISCHER, GEORGE D.; KOTZ, NICK, *TODAYS EDUC*, V59 N1, PP16-9, 70 JAN
SCHOOL LUNCHES MUST BE PROVIDED TO ALL CHILDREN WHO NEED THEM. DEFICIENCIES IN NUTRITION ARE AN EDUCATIONAL HANDICAP. THE POTENTIAL POWER OF THE NATIONAL EDUCATION ASSOCIATION WILL BE ABLE TO INSURE THAT NEEDY CHILDREN RECEIVE FREE LUNCHES. (CK)

EJ 013 517 AA 504 272
TEACHING IN THE SEVENTIES, THE CHALLENGE AND THE PROMISE... FRAZIER, ALEXANDER; AND OTHERS, *GRADE TEACHER*, V87 N5, PP91-136, 70 JAN
TODAY'S SCHOOLS FACE A CHALLENGE IN PREPARING CHILDREN FOR THE DEMANDS OF THE 21ST CENTURY. APPROACHES TO CURRICULUM AND INSTRUCTION MUST BE DEVELOPED TO PROVIDE THE YOUNG WITH THE TOOLS THEY WILL NEED TO SURVIVE. (CK)

EJ 013 521 AA 504 512
IF THE COMPUTER IS HERE TO STAY... REMOTE COMPUTING VERSUS THE FREE-STANDING COMPUTER HRASKY, WILLIAM C., *INDEPEND SCH BULL*, V29 N2, PP25-26, 69 DEC
DISCUSSION OF THE FEASIBILITY OF INSTALLING AN IN-HOUSE COMPUTER. (AP)

EJ 013 611 EA 500 242
KINDERGARTENS SPEARHEAD STATE DEVELOPMENT MCNAIR, ROBERT E., *COMPACT*, V3 N6, PP7-10, 69 DEC
THIS REPORT PRESENTS THE HISTORY OF THE STATE OF SOUTH CAROLINA'S KINDERGARTEN PROGRAM WHICH BEGAN IN SEPTEMBER, 1969. (MF)

EJ 013 612 EA 500 243
NEW MEXICO: DEMAND BUT NO DOLLARS KOCH, JAMES H., *COMPACT*, V3 N6, PP11-12, 69 DEC
LEGISLATIVE AND EDUCATION GROUPS IN NEW MEXICO SHOULD DEVELOP APPROACHES FOR KINDERGARTEN PROGRAMS. (MF)

EJ 013 698 AC 500 412
BREAKING INFORMATION BARRIERS SWANSON, ROWENA W., *CONTINUING EDUC,* V3 N1, PP9-10, 70 JAN

AN INTRODUCTION TO SOME OF THE CAUSES OF THE INFORMATION EXPLOSION, HOW THEY HAVE BECOME MANIFEST IN BUSINESS AND INDUSTRY AS WELL AS IN LIBRARIES, AND SOME OF THE SYSTEMS THAT ARE TRYING TO COPE WITH IT. (SE)

EJ 013 792 AA 504 479
DECIDING TO TAKE THE RISKS FERGUSON, THOMAS D., *NASSP BULL,* V53 N341, PP72-75, 69 DEC

EJ 013 881 RE 500 840
MODEL, NEED, AND COST EFFECTS IN HELPING BEHAVIOR WAGNER, CARL; WHEELER, LADD, *J PERSONALITY SOC PSYCHOL,* V12 N2, PP111-16, 69 JUN

EJ 013 919 UD 500 328
DE FACTO SEGREGATION IN A CALIFORNIA CITY HEATH, G. LOUIS, *INTEGRATED EDUC,* V8 N1, PP3-11, 70 JAN-FEB

EJ 013 937 RE 500 877
SECONDARY READING PROGRAMS IN INDIANA: STATUS AND NEEDS FARR, ROGER; AND OTHERS, *J READING,* V13 N4, PP269-74, 317-19, 70 JAN

SURVEYS THE TYPES AND COSTS OF SECONDARY READING PROGRAMS, THE QUALIFICATIONS OF TEACHERS, THE IMPACT OF FEDERAL ASSISTANCE, AND THE EFFECTIVENESS OF THESE PROGRAMS. MAKES RECOMMENDATIONS FOR IMPROVING THESE PROGRAMS THROUGH UPGRADED TEACHER PREPARATION, COMPREHENSIVE PLANNING, AND PROGRAM DESIGN. (MD)

EJ 013 968 AA 504 507
PRIVATE SCHOOLS & PUBLIC PARTICIPATION SCHULER, JOHN G., *INDEPEND SCH BULL,* V29 N2, PP7-9, 69 DEC

EJ 013 970 EA 500 285
AID TO PAROCHIAL SCHOOLS? SCHOOL BOARD MEMBERS JUST DON'T BLESS THE IDEA , *AMER SCH BOARD J,* V157 N7, PP24-28, 70 JAN

A REPRESENTATIVE SAMPLING OF SCHOOL BOARD MEMBERS IN 50 STATES SHOWS THAT 71 PERCENT ARE AGAINST ANY STATE AID FOR PAROCHIAL SCHOOLS. (MF)

EJ 013 973 UD 500 324
PRIVATE SCHOOLS FOR THE PUBLIC KRUGOFF, ROBERT M., *EDUC URBAN SOC,* V2 N1, PP54-79, 69 NOV

CONTINGENT UPON THE ADVERSE CRITICISM LEVELED AT URBAN PUBLIC SCHOOLS, ARTICLE PROPOSES THAT A CITY WOULD ESTIMATE THE COST OF A CHILD'S EDUCATION IN THE PUBLIC SCHOOLS AND OFFER THE CHILD A VOUCHER EQUAL IN VALUE TO THAT COST, WHICH HE MIGHT PRESENT AT A PRIVATE SCHOOL OF HIS CHOICE. (RJ)

EJ 014 000 AA 504 510
AVALANCHE MERRILL, CHARLES, *INDEPEND SCH BULL,* V29 N2, PP20-21, 69 DEC

DISCUSSION OF PROBLEMS ARISING FROM INCREASED POPULATION THAT MIGHT BE SUITABLE FOR PRESENTATION BY THE DEBATING CLUB. (AP)

EJ 014 016 EA 500 246
CONGRESSIONAL ACTION PROPOSED MINK, PATSY T., *COMPACT,* V3 N6, PP20-21, 69 DEC

DISCUSSES FEDERAL LEGISLATION WHICH WOULD FINANCIALLY AID STATES IN ESTABLISHING CHILD DAY CARE CENTERS. (MF)

EJ 014 125 AA 504 988
HOW TO OBTAIN A PRINCIPALSHIP PATTERSON, WALTER G., *CLEARING HOUSE,* V44 N5, PP310-4, 70 JAN

EJ 014 131 EM 500 621
INSTRUCTIONAL TECHNOLOGY AND ADMINISTRATIVE DECISIONS EYE, GLEN G.; AND OTHERS, *EDUC TECHNOL,* V9 N12, PP24-7, 69 DEC

"CONCERNED WITH THE SPIRALING PROBLEMS OF TECHNOLOGY AND ITS IMPACT ON INSTRUCTION, THE AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS (AASA) TWO YEARS AGO CREATED THE COMMITTEE ON TECHNOLOGY AND INSTRUCTION. SINCE THAT TIME THE COMMITTEE HAS BEEN ACTIVE IN INVESTIGATING A NUMBER OF AREAS RELEVANT TO THE IMPACT OF TECHNOLOGY ON THE PUBLIC SCHOOLS." THIS ARTICLE REPORTS ON THE ISSUES RAISED IN THESE AREAS. (AUTHOR/LS)

EJ 014 132 EM 500 623
THE NEW "SYSTEMS" APPROACHES TO RESOURCE ALLOCATION DECISIONS: A SECOND LOOK MCGIVNEY, JOSEPH H., *EDUC TECHNOL,* V9 N12, PP31-4, 69 DEC

EJ 014 143 VT 501 070
A PROPOSAL FOR FINANCING THE PURCHASE OF HEALTH SERVICES BAIRD, CHARLES W., *J HUM RESOURCES,* V5 N1, PP89-105, 70 WINTER

A PROPOSAL TO GRANT TAX CREDITS AGAINST THE PERSONAL INCOME TAX FOR MOST HEALTH CARE EXPENDITURES. THE PREMIUM OR AMOUNT THAT THE TAX BILL WOULD INCREASE TO OFFSET THE DECREASE IN TAX REVENUES WOULD DEPEND ON INCOME. THE PLAN WOULD REQUIRE MORE GOVERNMENT PARTICIPATION IN HEALTH SERVICES AND WOULD BENEFIT THE POOR MORE THAN THE WEALTHY. (BC)

EJ 014 260 CG 501 052
STATUS OF GUIDANCE IN THE ELEMENTARY SCHOOL: 1968-69 VAN HOOSE, WILLIAM H.; KURTZ, SISTER MARIE, *PERSONNEL GUIDANCE J,* V48 N5, PP381-384, 70 JAN

EXAMINES NUMBER OF COUNSELORS EMPLOYED, SOURCES OF FINANCIAL SUPPORT, PROFESSIONAL BACKGROUND, CERTIFICATION, AND STATE STANDARDS IN THE FIFTY STATES AND FOUR TERRITORIES. (AUTHOR)

EJ 014 347 AA 504 992
THE NATURE OF EDUCATIONAL DEVELOPMENT SCHUTZ, RICHARD E., *J RES DEVELOP EDUC,* V3 N2, PP39-64, 70 W

PROBLEMS ACCOMPANYING RESEARCH IN EDUCATION ARE DISCUSSED. (CK)

EJ 014 360 AA 504 806
ENLISTING PUBLIC SUPPORT FOR SPECIAL EDUCATION PROGRAMS BERNAYS, EDWARD L., *J EDUC,* V152 N1, PP56-7, 69 OCT

EJ 014 365 AA 504 832
NEW PROGRAMS FACE STRICTER EVALUATION , *AMER EDUC,* V6 N1, PP36, 70 JAN-FEB

THE OFFICE OF EDUCATION IS TAKING A HARDER LOOK AT EDUCATIONAL PROGRAMS THAT SEEK ITS FINANCING. THIS SCRUTINY IS DESIGNED TO THROW LIGHT ON NEW DATA IN EDUCATION AND TO SPOT PROBLEM AREAS MORE QUICKLY THAN IN THE PAST. (CK)

EJ 014 379 AA 504 923
GROWING EXPECTATIONS FOR AMERICAN EDUCATION CAMPBELL, ROALD F.; LAYTON, DONALD H., *EDUC DIG,* V35 N5, PP1-4, 70 JAN

AMERICAN SOCIETY DEMANDS A GREAT DEAL OF ITS SCHOOLS. IN ORDER FOR SUCH EXPECTATIONS AS VOCATIONAL TRAINING AND SOCIAL MOBILITY TO BE FULFILLED BY MEANS OF EDUCATION, SCHOOLS NEED TO COLLABORATE CLOSELY WITH WELFARE AND OTHER AGENCIES. (CK)

EJ 014 386 AA 505 002
WHOSE CHILDREN SHALL WE TEACH? PHILLIPS, ROMEO ELDRIDGE, *EDUC LEADERSHIP,* V27 N5, PP471-4, 70 FEB

EJ 014 398 CG 501 098
INNOVATION OR FADDISM HOWSAM, ROBERT, *J NAT ASSN COLL ADMISSIONS COUNSELORS,* V14 N3, 4, PP41-43, 70 FEB

CHANGES WROUGHT BY TECHNOLOGY CREATE NEED FOR ADAPTIVE CHANGES IN SOCIAL AND EDUCATIONAL AREAS, BUT THESE CHANGES MUST COME ABOUT THROUGH LONG TERM SYSTEMATIC PLANNING RATHER THAN THROUGH SHORT TERM PIECEMEAL FADDISM. SPEECH PRESENTED AT ANNUAL CONFERENCE OF NATIONAL ACAC, CHICAGO, 1969. (CJ)

EJ 014 477 AA 504 953
TEACHING CONDITIONS: 1970 , *GRADE TEACHER,* V87 N6, PP104-6, 108, 70 FEB

EJ 014 524 SE 501 098
MULTIPLE LINEAR REGRESSION ANALYSIS: RESULTS AND DISCUSSION II MELECA, C. BENJAMIN, *BIOSCIENCE,* V20 N1, PP26-30, 70 JAN

STUDENT BACKGROUND (BIOLOGY AND SCIENCE) AND APTITUDES (VERBAL AND MATHEMATICAL) STUDIED AS PREDICTORS OF ACHIEVEMENT IN AUDIO-TUTORIAL AND CONVENTIONAL BIOLOGY PROGRAMS. OVERALL ACHIEVEMENT WAS HIGHER IN AUDIO-TUTORIAL GROUP, BACKGROUND VARIABLES DIFFERED IN EFFECTIVENESS AS PREDICTORS FOR THE TWO GROUPS. (EB)

EJ 014 541 VT 501 037
FEDERAL AID--EXPENDITURE OR INVESTMENT? A LOOK AT THE DOLLAR IMPACT OF A DE PROGRAM BRYAN, GERALD O., *AMER VOCAT J,* V45 N1, PP24-26, 41, 70 JAN

THE DIRECTION OF GOVERNMENT SPENDING TOWARD THE PROBLEMS OF THE UNEMPLOYED ALLOWS THE UNEMPLOYED A CHANCE TO CATCH UP WHILE THE REST OF THE ECONOMY ENJOYS THE INDIRECT EFFECTS OF GOVERNMENT SPENDING. THIS ARTICLE IDENTIFIES, IN TERMS OF INCREASED TAX REVENUES, THE RETURNS PRODUCED BY THE DISTRIBUTIVE EDUCATION PROGRAM IN ARIZONA. (JK)

EJ 014 542 VT 501 065
AN EMPIRICAL INVESTIGATION OF SOME LOCAL PUBLIC COSTS OF IN-MIGRATION TO CITIES CROWLEY, RONALD W., *J HUM RESOURCES,* V5 N1, PP11-23, 70 WINTER

EJ 014 550 EA 500 349
BUBBLE, BUBBLE--LESS COST, MINIMUM TROUBLE , *NAT SCH,* V85 N2, PP76-78, 80, 70 FEB

CITES REALISTIC ADVANTAGES AFFORDED BY INFLATABLE STRUCTURES WHEN USED IN PHYSICAL EDUCATION PROGRAMS. (LN)

EJ 014 560 AA 504 890
PUTTING CHARITY IN TUITION AID AARON, PHILIP T., *MOMENTUM,* V1 N1, PP27-29, 70 FEB

EJ 014 561 AA 504 931
SALARIES OF SCHOOL PROFESSIONALS *EDUC DIG,* V35 N5, PP27-9, 70 JAN

THE SPREAD BETWEEN AVERAGE SALARIES OF TEACHERS AND THOSE OF ADMINISTRATORS HAS WIDENED BETWEEN THE YEARS 1962 AND 1969. (CK)

EJ 014 562 AA 504 985
THE HIGH COST OF NON-TEACHING ASSIGNMENTS CANFIELD, JAMES, *CLEARING HOUSE,* V44 N5, PP296-9, 70 JAN

SCHOOL ADMINISTRATORS SHOULD QUESTION THE USE OF TEACHERS FOR NONTEACHING TASKS, SUCH AS ADMISSIONS COUNSELOR, AS THESE PERSONNEL ASSIGNMENTS ARE UNECONOMICAL. (CK)

EJ 014 563 CG 501 093
WHO REALLY GETS FINANCIAL AID? SCHLEKAT, GEORGE A.; AND OTHERS, *J NAT ASSN COLL ADMISSIONS COUNSELORS,* V14 N3, 4, PP20-24, 70 FEB

PANEL MEMBERS (GEORGE A. SCHLEKAT, DAVID JOHNSON, SILAS PURNELL) AGREE THAT AID DOES NOT GO TO THOSE MOST IN NEED, AND UNTIL SYSTEM IS REVAMPED, OUR COLLEGES WILL REMAIN CLOSED TO THOSE TOO DISADVANTAGED TO ACHIEVE WELL ON STANDARD TESTS, OR TO RAISE MINIMUM PERSONAL FUNDS. (CJ)

EJ 014 564 EA 500 307
THE RELATIONSHIP BETWEEN SCHOOL DISTRICT EXPENDITURE LEVEL AND CERTAIN UNIVERSITY BACKGROUND-RELATED HIGH SCHOOL INSTRUCTIONAL STAFF CHARACTERISTICS: A PILOT INVESTIGATION WILBUR, THOMAS P., *IAR RES BULL*, V9 N2, PP5-7, 69 FEB
USING DATA COLLECTED FROM 30 HIGH SCHOOL DISTRICTS WITHIN METROPOLITAN NEW YORK, A DIRECT POSITIVE RELATIONSHIP BETWEEN THE TRAINING OF INSTRUCTIONAL STAFF AT DIVERSIFIED, PRESTIGIOUS UNIVERSITIES AND PER PUPIL EXPENDITURE WAS SUPPORTED. ON THE BASIS OF THE SMALL SAMPLE SIZE THIS CONCLUSION IS CONSIDERED EXPLORATORY. (LN)

EJ 014 569 RC 500 067
CONGRESS EXTENDS THE APPALACHIAN PROGRAM *APPALACHIA*, V3 N3, PP12-14, 69 NOV-DEC

EJ 014 624 EA 500 344
STINGING ATTACK BLASKS SCHOOL LUNCH PROGRAMS *NAT SCH*, V85 N2, PP26-28, 70 FEB

EJ 014 629 AA 504 824
HUMANITIES AND THE CULTURE-HUNGRY AMERICAN GREENLEAF, WARREN T., *AMER EDUC*, V6 N1, PP7-11, 70 JAN-FEB
THE TEACHING OF THE HUMANITIES IN THE UNITED STATES NEEDS TO BE REDIRECTED. THE NATIONAL ENDOWMENT FOR THE HUMANITIES, A SMALL FEDERAL AGENCY, IS ATTEMPTING TO ACCOMPLISH THIS TASK. (CK)

EJ 014 860 FL 500 349
OFFERING AND USING CONSULTANT SERVICES MIKESELL, NORMAN, *NALLD J*, V4 N1, PP43-50, 69 OCT
SPEECH PRESENTED AT THE NATIONAL CONVENTION OF THE NEA (NATIONAL EDUCATION ASSOCIATION) DEPARTMENT OF AUDIOVISUAL INSTRUCTION (DAVI), APRIL 29, 1969, PORTLAND, OREGON. (DS)

EJ 014 913 FL 500 420
THE RECOMMENDATION OF THE COUNCIL FOR CULTURAL CO-OPERATION ON MODERN LANGUAGE TEACHING RIDDY, D. C., *EDUCATION AND CULTURE*, N11, PP4-7, 69 F
"EDUCATION AND CULTURE" IS A PUBLICATION FOR THE COUNCIL FOR CULTURAL CO-OPERATION OF THE COUNCIL OF EUROPE. THE AUTUMN 1969 ISSUE IS A SPECIAL NUMBER DEVOTED TO MODERN LANGUAGES. (DS)

EJ 014 963 AA 504 961
AN ALTERNATIVE TO THE USE OF SIMPLISTIC FORMULAS FOR DETERMINING STATE RESOURCE ALLOCATION IN SCHOOL FINANCE PROGRAMS BRUNO, JAMES E., *AMER EDUC RES J*, V6 N4, PP479-500, 69 NOV

EJ 014 967 VT 501 066
A COST-EFFECTIVENESS ANALYSIS OF TEACHER SELECTION LEVIN, HENRY M., *J HUM RESOURCES*, V5 N1, PP24-33, 70 WINTER
TEACHER CHARACTERISTICS WERE COMPARED TO STUDENT ACHIEVEMENT AND COMBINED WITH DATA ON RECRUITMENT COSTS FOR NEW TEACHERS. RECRUITING AND RETAINING TEACHERS WITH HIGH VERBAL SCORES AS FOUND TO BE 5 TO 10 TIMES AS EFFECTIVE PER DOLLAR SPENT AS OBTAINING TEACHERS WITH MORE EXPERIENCE. (BC)

EJ 014 978 VT 501 117
NATIONAL VO-ED COUNCIL URGES SWEEPING REFORMS *SCH SHOP*, V29 N6, PP14 18, 70 FEB
THIS FOLLOWUP REPORT, TO THE FIRST ANNUAL REPORT OF THE NATIONAL ADVISORY COUNCIL ON VOCATIONAL EDUCATION, RECOMMENDS FUNDAMENTAL POLICY CHANGES FOR THE FEDERAL GOVERNMENT IN ITS APPROACH TO FUNDING, THE ROLE AND ORGANIZATION OF THE U.S. OFFICE OF EDUCATION, AND PRESENT AND PROPOSED MANPOWER POLICIES AND LEGISLATION. (GR)

EJ 015 049 EA 500 345
SCHOOL PROPERTY LOSSES REACH RECORD HEIGHTS. INSURANCE COSTS: UP AND ALMOST AWAY EDWARDS, L. F., *NAT SCH*, V85 N2, PP51-55, 111, 70 FEB
DISCUSSES INCREASING INSURANCE COSTS FOR SCHOOL DISTRICTS AND LISTS WAYS FOR SCHOOLS TO CUT DOWN INSURANCE LOSSES. (MK)

EJ 015 056 EM 500 661
WIDE LOAD EDUCATION FOR GHETTO SCHOOLS BURNS, GEORGE, *AUDIOVISUAL INSTR*, V14 N10, PP54-5, 69 DEC
"UNDER ESEA TITLE I FUNDING, THE DEPARTMENT OF INSTRUCTIONAL RESOURCES OF THE MILWAUKEE PUBLIC SCHOOLS HAS SET UP A SUPPORT SERVICE TO ALL ESEA-FUNDED SCHOOLS AND SPECIAL PROJECTS IN THE SCHOOL SYSTEM." THIS ARTICLE BRIEFLY DESCRIBES SOME OF THE MATERIALS PRODUCED BY THIS SERVICE. (AUTHOR/LS)

EJ 015 163 VT 501 067
ESTIMATING SHADOW RATES OF RETURN TO INVESTMENT IN EDUCATION PSACHAROPOULOS, GEORGE, *J HUM RESOURCES*, V5 N1, PP34-50, 70 WINTER
A STATISTICAL ANALYSIS USING THE SOCIAL MARGINAL PRODUCT OF LABOR TO ESTIMATE THE RATE OF RETURN ON INVESTMENT IN EDUCATION INSTEAD OF MARKET EARNINGS. (BC)

EJ 015 166 AA 504 798
ESTIMATES OF SCHOOL STATISTICS, 1969-70 *NEA RES REP*, , PP1-40, 69
PUBLIC-SCHOOL STATISTICAL DATA ARE GIVEN FOR 50 STATES AND THE DISTRICT OF COLUMBIA FOR THE YEARS 1959-1969. REVISED ESTIMATES BY STATE AND REGION FOR 1968-69 AND PRELIMINARY ESTIMATES FOR 1969-70 ARE PRESENTED IN TABULAR FORM. (DB)

EJ 015 170 AA 504 990
EMERGENCE OF THE LABORATORY PROGRAM BAILEY, STEPHEN K., *J RES DEVELOP EDUC*, V3 N2, PP5-17, 70 W
THE DEVELOPMENT OF LABORATORIES TO STUDY ALL SUBJECTS IS DISCUSSED. (CK)

EJ 015 171 AA 504 991
THE PROGRAMS OF THE FIFTEEN REGIONAL EDUCATIONAL LABORATORIES SCHMIDTLEIN, FRANK A., *J RES DEVELOP EDUC*, V3 N2, PP18-38, 70 W

EJ 015 189 AC 500 445
NEEDED: AN URBAN EXTENSION SERVICE FERVER, JACK C., *ADULT LEADERSHIP*, V18 N7, PP210-212, 223-228, 70 JAN
TITLE I OF THE HIGHER EDUCATION ACT OF 1965 HAS DEMONSTRATED THAT INSTITUTIONS OF HIGHER EDUCATION CAN MAKE AN IMPORTANT CONTRIBUTION TO THE SOLUTION OF COMMUNITY PROBLEMS. YET, AFTER FOUR YEARS OF FUNDING, THERE ARE RECOGNIZED LIMITATIONS, SUCH AS LACK OF ADEQUATE FUNDS AND MOUNTING PROGRAM NEEDS. THE GREAT POTENTIAL OF TITLE I IS IN DEVELOPING IT INTO AN URBAN EXTENSION SERVICE WITH ORGANIZATIONAL LINKAGES BETWEEN FEDERAL, STATE AND URBAN GOVERNMENTS, URBAN CITIZENS, AND URBAN-GRANT COLLEGES AND UNIVERSITIES. (AUTHOR/NL)

EJ 015 211 AA 504 827
AWAY WITH TRADITION BEHRENDT, DAVID, *AMER EDUC*, V6 N1, PP18-22, 70 JAN-FEB
A NONTRADITIONAL TEACHING SYSTEM USED IN ELEMENTARY SCHOOLS IN WISCONSIN INVOLVES THE USE OF A MULTIUNIT SYSTEM OF ORGANIZATION. THIS SYSTEM EMPLOYS DIFFERENTIATED STAFFING, UNGRADED CLASSES, AND TEAM TEACHING TO PRODUCE A SYSTEM OF INDIVIDUALLY GUIDED EDUCATION FOR EACH PUPIL. (CK)

EJ 015 267 AA 505 187
RECENT TRENDS IN U. S. SCHOOL ENROLLMENT JOHNSON, JR., CHARLES E.; ZAPPOLO, AURORA A., *SCH SOC*, V98 N2323, PP116-9, 70 FEB

EJ 015 270 AA 505 322
ATTENDANCE ACCOUNTING IN THE MODERN SCHOOL ROWLAND, MONROE K., *NASSP BULL*, V54 N343, PP59-72, 70 FEB
COMPUTERS CAN BE USED TO KEEP TRACK OF STUDENT ATTENDANCE, DIAGNOSE USE OF STUDENT TIME, DIAGNOSE THE EFFECTIVENESS OF THE STUDENTS' PROGRAM, AND ACCUMULATE DATA FOR PUBLIC RELATIONS. (CK)

EJ 015 288 HE 500 799
EDUCATION AT A PROFIT? ELLIOTT, LLOYD H., *EDUC REC*, V51 N1, PP53-56, 70 WIN
SOME OF THE TROUBLE IN EDUCATION TODAY COULD BE ALLEVIATED BY OPENING SCHOOLS, COLLEGES AND UNIVERSITIES WITH LIMITED OBJECTIVES; CLEARLY STATED PURPOSES AND PROGRAMS; FINANCIAL AID TO STUDENTS; TEACHERS AND PROFESSORS COMMITTED TO THE PROGRAMS; AND SURVIVAL OF THE INSTITUTIONS DEPENDENT UPON THE TESTS OF THE MARKET PLACE." (AUTHOR)

EJ 015 306 AA 505 223
WHERE THE DOLLARS GO MAYER, MARTIN, *SATURDAY REV*, V53 N9, PP22-4, 80, 70 FEB 28
THE COSTS OF THE PERFORMING ARTS ORGANIZATIONS ARE DISCUSSED, AND A RECOMMENDATION FOR FEDERAL AID IS MADE. (CK)

EJ 015 361 EM 500 683
IS FILM A SIGNIFICANT INSTRUCTIONAL RESOURCE? PARKER, HERBERT S., *AUDIOVISUAL INSTR*, V15 N1, PP47-8, 70 JAN
ESSAY SUGGESTING THAT THE USE OF FILMS FOR INSTRUCTIONAL PURPOSES BE CONCEIVED OF IN TERMS OF A SYSTEM WHICH IS DESCRIBED. (LS)

EJ 015 418 AA 505 321
ELECTRONIC DATA PROCESSING FOR THE SMALL SCHOOL DISTRICT PRINCE, J. D.; RICHMOND, RENAN, *NASSP BULL*, V54 N343, PP48-58, 70 FEB
IF SMALL SCHOOL DISTRICTS CONSOLIDATE THEIR RESOURCES, THEY CAN AFFORD TO USE ELECTRONIC DATA PROCESSING SYSTEMS. (CK)

EJ 015 446 CG 501 146
IMPROVING GUIDANCE WITH BEHAVIORAL OBJECTIVES DICKINSON, DONALD J., *CALIF PERSONNEL GUIDANCE ASSN J*, V2 N2, PP12-16, 69-70 W
DISCUSSES ADVANTAGES AND DISADVANTAGES (TO THE COUNSELOR) OF STATING OBJECTIVES IN TERMS OF OBSERVABLE BEHAVIOR; ALSO PROBLEM OF DEMONSTRATING THAT GUIDANCE OBJECTIVES ARE PART OF GENERAL EDUCATIONAL OBJECTIVES. (AUTHOR)

EJ 015 556 AA 505 151
NEW HORIZONS FOR ENVIRONMENTAL EDUCATION HILL, WILHELMINA; WHITE, ROY C., *J ENVIRON EDUC*, V1 N2, PP43-6, 69 W

EJ 015 609 EM 500 706
10TH ANNUAL SURVEY REPORT RUARK, HENRY C., *EDUC SCREEN AUDIOVISUAL GUIDE*, V49 N1, PP7, 27, 29-31, 70 JAN
THE JOURNAL'S EDITOR REVIEWS THE PAST DECADE'S SUCCESSES AND DISAPPOINTMENTS IN THE FIELD OF EDUCATION. (LS)

EJ 015 616 EM 500 777
EDUCATIONAL TECHNOLOGY REAPPRAISAL JUDD, MARILYN, *EDUC SCREEN AUDIOVISUAL GUIDE*, V49 N2, PP17, 33, 70 FEB
"A REPORT ON THE CONFERENCE ON REAPPRAISAL OF THE EDUCATIONAL TECHNOLOGY INDUSTRY, SPONSORED BY THE URBAN RESEARCH CORPORATION IN CHICAGO." (EDITOR)

EJ 015 685 UD 500 384
THE NEGRO AND THE DEVELOPMENT OF WHITE PUBLIC EDUCATION IN THE SOUTH: ALABAMA, 1880-1930 GERSHENBERG, IRVING, *J NEGRO EDUC*, V39 N1, PP50-59, 70 W

EJ 015 776 VT 501 149
THE TROUBLE WITH TRAINING TODAY YOUNG, DONALD A., *TRAINING TECHNOL*, V2 N1, PPS1-S4, 70 JAN

DISCUSSES SHORTCOMINGS IN MEASURING RESULTS, TRAINING METHODS, AND MANAGEMENT INTEREST IN MANAGEMENT AND SUPERVISORY TRAINING AND SUGGESTS HOW TO MAKE TRAINING MORE EFFECTIVE. TRAINING TECHNOLOGY IS A QUARTERLY SUPPLEMENT TO EDUCATIONAL TECHNOLOGY MAGAZINE. (GR)

EJ 015 784 EM 500 675
CURRICULUM COST-EFFECTIVENESS EVALUATION HARMON, PAUL, *AUDIOVISUAL INSTR*, V15 N1, PP24-6, 76-7, 70 JAN

EJ 015 790 AA 505 156
NATURE CENTERS--ONE APPROACH TO URBAN ENVIRONMENTAL EDUCATION SHOMON, JOSEPH J., *J ENVIRON EDUC*, V1 N2, PP56-60, 69 W

THE DEVELOPMENT OF NATURE CENTERS TO GIVE IMPETUS TO ENVIRONMENTAL EDUCATION IS A PRESSING NEED. (CK)

EJ 015 805 LI 500 576
AN EDUCATIONAL TOOL FOR ALL. A CASEBOOK OF SCHOOL LIBRARY SERVICE GOODWIN, GEORGIE J., *AMER LIBR*, V1 N2, PP164-165, 70 FEB

THE INSTRUCTIONAL, CULTURAL, AND RESOURCE CENTER AT SOUTHPORT HIGH SCHOOL, INDIANAPOLIS, WITH THE AID OF FEDERAL FUNDS, SERVES THE TOTAL INSTRUCTIONAL MATERIALS NEEDS OF A LARGE HIGH SCHOOL AND PROVIDES SERVICE TO THE ENTIRE TOWNSHIP. (JS)

EJ 015 818 LI 500 628
A MINIMUM BUDGET FOR CURRENT ACQUISITIONS MASSMAN, VIRGIL F.; PATTERSON, KELLY, *COLL RES LIBR*, V31 N2, PP83-88, 70 MAR

SINCE THE ACRL "STANDARDS FOR COLLEGE LIBRARIES" ARE AT BEST A QUESTIONABLE GUIDE IN BUDGET PREPARATION, THE WRITERS ATTEMPTED TO ARRIVE AT A MORE OBJECTIVE FORMULA FOR A BASIC BUDGET FOR CURRENT ACQUISITIONS. A MINIMUM FIGURE FOR BOOKS IS PROPOSED, BASED ON AN EXAMINATION OF REVIEWS IN SEVENTY-ONE PROFESSIONAL JOURNALS. (EDITOR/JB)

EJ 015 838 EC 500 993
THE PROPOSED CEC POLICY STATEMENT ON GOVERNMENTAL AFFAIRS CONNOR, LEO, *EXCEPT CHILDREN*, V36 N7, PP539-44, 70 MAR

A PROPOSAL FOR PROGRAM DEVELOPMENT AND STATEMENTS OF SUPPORT CONCERNING EDUCATIONAL PROVISIONS FOR EXCEPTIONAL CHILDREN MADE BY THE COUNCIL FOR EXCEPTIONAL CHILDREN IN AREAS OF ADMINISTRATION, COOPERATIVE APPROACHES, FINANCE, FEDERAL, STATE, AND LOCAL GOVERNMENT, LEGISLATION, RESEARCH AND PERSONNEL, AND OTHER AREAS. (RJ)

EJ 015 859 EA 500 329
HOW MUCH ARE ACCIDENTS REALLY COSTING YOUR SCHOOL DISTRICT? BABIGIAN, GEORGE R.; LICHT, KENNETH F., *AMER SCH BOARD J*, V157 N8, PP27-28, 70 FEB

THE FREQUENCY OF SCHOOL ACCIDENTS IS INTOLERABLY HIGH. A SCHOOL BOARD'S POLICY ON SAFETY EDUCATION AND ACCIDENT PREVENTION SHOULD INCLUDE A DISTRICT-WIDE SAFETY PROGRAM. (MF)

EJ 015 952 AC 500 489
HOW TO PREPARE AND PRESENT A TRAINING FORECAST OTTO, CALVIN P.; GLASER, ROLLIN P., *TRAINING DEVELOP J*, V24 N3, PP24-29, 70 MAR

THE AUTHOR SUGGESTS HOW TO PLAN, EVALUATE, AND BUDGET FOR TRAINING PROGRAMS THROUGH THE USE OF CHECKLISTS, AND HOW TO ESTABLISH CRITERIA TO JUDGE RESULTS WHILE TRAINING IS IN PROGRESS. (MF)

EJ 016 190 EM 500 721
COMPUTER COSTS FOR LARGE LIBRARIES LOCKE, WILLIAM N., *DATAMATION*, V16 N2, PP69-74, 70 FEB

"THE PURPOSE OF THIS PAPER IS TO BRING TO COMPUTER PROFESSIONALS A REALISTIC VIEW OF WHAT A LARGE LIBRARY IS AND WHAT THE JOBS AND COSTS ARE WHICH A LIBRARIAN MUST WORRY ABOUT." WRITTEN BY THE DIRECTOR OF LIBRARIES AT MIT. (AUTHOR/LS)

EJ 016 194 EM 500 725
LET THE COMPUTER SELECT YOUR READING LIST JORDAN, JOHN R., *DATAMATION*, V16 N2, PP91-4, 70 FEB

A REPORT ON THE AMES SDI-KWOK INDEX (SELECTIVE DISSEMINATION OF INFORMATION--KEY WORD OUT OF CONTEXT), A COMPUTERIZED INFORMATION SYSTEM DESIGNED TO NOTIFY EACH USER OF DOCUMENTS OF INTEREST, WITH THE HELP OF THE DESCRIPTORS HE PROVIDES ON HIS USER PROFILE. (LS)

EJ 016 201 LI 500 568
THE PRACTICE OF CHARGING USERS FOR INFORMATION SERVICES: A STATE OF THE ART REPORT PENNER, RUDOLF J., *J AMER SOC INFORM SCI*, V21 N1, PP67-74, 70 JAN-FEB

THE LITERATURE REVIEW DISCLOSED THAT PAYING FOR LIBRARY INFORMATION SERVICES IS NOT COMMON. A SOUND BASIS FOR DETERMINING THE COSTS OF THE SERVICES OR CHARGES FOR THEM DOES NOT EXIST. THERE ARE INDICATIONS THAT LARGE OPERATING CENTERS ARE BECOMING CONCERNED WITH COSTS AND COST-ACCOUNTING TO ESTABLISH REALISTIC FEES. (EDITOR/JS)

EJ 016 288 HE 500 801
LIFE-SPAN EDUCATIONAL INSURANCE: A PROPOSAL GOLDMAN, RALPH M., *EDUC REC*, V51 N1, PP60-65, 70 WIN

THE AUTHOR ADVOCATES A KIND OF GI BILL FOR THE AGED AND AGING TO HELP COMBAT OCCUPATIONAL, FAMILIAL, AND "PSYCHIC AND INTELLECTUAL" OBSOLESCENCE. (AUTHOR)

EJ 016 340 EM 500 774
CONTRACT LEARNING IN TEXARKANA MORTON, JOHN, *EDUC SCREEN AUDIOVISUAL GUIDE*, V49 N2, PP12-13, 70 FEB

DISCUSSED IS THE PROGRESS BEING MADE IN A SCHOOL PROGRAM WHERE A PRIVATE CORPORATION HAS CONTRACTED TO TEACH STUDENTS WITH PARTICULAR PROBLEMS. (LS)

EJ 016 527 AA 505 215
ECONOMICS OF EDUCATION BOWMAN, MARY JEAN, *REV EDUC RES*, V39 N5, PP641-70, 69 DEC

EJ 016 551 EA 500 342
SCHOOL-UNIVERSITY PARTNERSHIP: A TALE OF DICHOTOMOUS DESIRES METZNER, SEYMOUR, *PHI DELTA KAPPAN*, V51 N6, PP328-329, 70 FEB

FAILURES IN THE UNIVERSITY-PUBLIC SCHOOL PARTNERSHIP TO RAISE STUDENT ACADEMIC ACHIEVEMENT IN DISADVANTAGED AREAS IS ATTRIBUTED TO FACULTIES THAT HOLD DIAMETRICALLY OPPOSED VIEWS REGARDING BOTH THE DIMENSIONS OF THE PROBLEM AND THE BASIC AIMS AND OBJECTIVES OF EDUCATION. (MF)

EJ 016 552 EM 500 775
HAGERMAN FINDS AN ANSWER CARNIE, GEORGE M., *EDUC SCREEN AUDIOVISUAL GUIDE*, V49 N2, PP14-15, 34, 70 FEB

THE EXEMPLARY INDIVIDUALIZED LEARNING CENTER AT A SMALL IDAHO JUNIOR AND SENIOR HIGH SCHOOL SERVES AS THE BASIS FOR DISCUSSING THE PROBLEM OF INTEGRATING NEW TECHNOLOGY INTO RURAL EDUCATION. (LS)

EJ 016 570 SP 500 163
THE PUBLIC SCHOOLS AS VIRGIN TERRITORY MOREO, DOMINIC W., *COLL EDUC REC (UNIV WASH)*, V36 N2, PP26-32, 70 JAN

URGES SOCIAL SCIENTISTS OF VARIOUS DISCIPLINES TO TURN THEIR ATTENTION TO THE PUBLIC SCHOOLS. ILLUSTRATES THESIS BY APPLYING PRINCIPLES AND TOOLS OF ECONOMICS TO A VARIETY OF EDUCATIONAL PROBLEMS. (JES)

EJ 016 609 SP 500 161
EDUCATION'S NEW DUALISMS BHAERMAN, ROBERT, *CHANGING EDUCATION*, V4 N2, PP3-7, 69 F

RECOMMENDS A NEW CONCEPTION OF "EDUCATIONAL PERSONNEL," WHICH WOULD REVEAL THE IRRELEVANCE OF SUCH TRADITIONAL DUALISMS AS INSTRUCTIONAL-NONINSTRUCTIONAL, PROFESSIONAL-NONPROFESSIONAL, AND PRESERVICE-INSERVICE AND WOULD FREE EDUCATORS TO CONCENTRATE ON MORE VITAL ISSUES, SEVERAL OF WHICH ARE DISCUSSED. (JES)

EJ 016 698 EA 500 393
ASSESSING ORGANIZATIONAL OUTPUT: A FRAMEWORK AND SOME IMPLICATIONS IMMEGART, GLENN L.; PILECKI, FRANCIS J., *EDUC ADMIN QUART*, V6 N1, PP62-76, 70 W

THIS ARTICLE COLLATES SOME OF THE EXISTING NOTIONS ABOUT THE OUTCOMES OF ORGANIZATIONAL ACTIVITY INTO AN OUTPUT ANALYSIS FRAMEWORK AND IMPLICATIONS FOR ORGANIZATIONAL PRACTICE ARE DRAWN. (AUTHOR/MF)

EJ 016 713 HE 500 855
HOW TO GET AV DIRECTOR TO SEE THINGS YOUR WAY GENTRY, CASTELLE, *COLL UNIV BUS*, V48 N3, PP88-90, 70 MAR

COOPERATION BETWEEN PURCHASING AGENT AND AUDIOVISUAL DIRECTOR IS NECESSARY FOR MOST EFFICIENT BUYING METHOD OF EQUIPMENT. (IR)

EJ 016 795 EM 500 824
IOWA ETV: MEETING EDUCATIONAL TELEVISION OBJECTIVES MONTGOMERY, JOHN A., *EDUC INSTR BROADCASTING*, V3 N3, PP23-6, 31-2, 70 MAR

ITS EXECUTIVE DIRECTOR OUTLINES THE HISTORY AND DESCRIBES THE CURRENT OPERATIONS OF THE IOWA EDUCATIONAL BROADCASTING NETWORK. (LS)

EJ 016 872 EM 500 854
CALIFORNIA LOOKS AT ERAP MCCARTY, HENRY R.; NOEL, BETTY, *AUDIOVISUAL INSTR*, V15 N3, PP91-2, 70 MAR

DISCUSSED IS THE PROPOSAL THAT CALIFORNIA CREATE AN AGENCY TO OVERSEE ALL THE TELECOMMUNICATION SYSTEMS IN THE STATE. (LS)

EJ 016 886 AA 505 442
NEA AND NCA INVOLVEMENT IN A SCHOOL CONTROVERSY: CHICAGO, 1944-47 HAZLETT, J. STEPHEN, *SCH REV*, V78 N2, PP201-27, 70 FEB

EJ 016 955 AA 505 876
MESSAGE ON EDUCATION REFORM NIXON, RICHARD M., *AMER EDUC*, V6 N3, PP30-4, 70 APR

EJ 016 962 EA 500 437
THE MULTIPLE FORCES AFFECTING CURRICULUM CHANGE DOLL, RONALD C., *PHI DELTA KAPPAN*, V51 N7, PP382-384, 70 MAR

THIS ARTICLE EXAMINES THE EFFECTS OF THE FOLLOWING FORCES ON CURRICULUM CHANGES AND DEVELOPMENT: (1) THE DRIVE FOR POWER, (2) THE APPEAL OF THE DOLLAR, (3) THE RAPID GROWTH OF ACCUMULATION OF KNOWLEDGE, AND (4) THE SOCIAL AND HUMAN NEEDS OF PEOPLE IN THE SCHOOLS. (JH)

EJ 017 000 AA 505 625
WHY GHETTO SCHOOLS FAIL LEVIN, HENRY M., *SATURDAY REV*, V53 N12, PP68-9, 81-2, 70 MAR 21

EJ 017 043 AA 505 871
A NEW OUTLOOK FOR EDUCATION OF HANDICAPPED CHILDREN MARTIN, EDWIN W., *AMER EDUC*, V6 N3, PP7-10, 70 APR

NEW METHODS, TECHNIQUES, AND PHILOSOPHIES MAY BE NECESSARY TO REVITALIZE EDUCATION FOR HANDICAPPED CHILDREN IN THE COMING DECADE. (CK)

EJ 017 164 VT 501 268
A NEEDED DIMENSION FOR ACQUIRING VOCATIONAL COMPETENCE COLEMAN, LARRY, *BUS EDUC FORUM*, V24 N6, PP12-14, 70 MAR

EJ 017 188 VT 501 299
TEACH BASIC BUSINESS TO THE SLOW LEARNER KLEINDL, JAMES N., *BALANCE SHEET*, V51 N7, PP296-297, 333, 70 MAR

EJ 017 219 EM 500 826

IN COOPERATIVE PROJECT CALLED LOCAL FIVE MASSACHUSETTS SCHOOLS PIONEER COMPUTER EDUCATION *EDUC MEDIA*, V1 N10, PP8-10, 70 MAR

DESCRIBED IS A PROJECT IN WHICH FIVE SCHOOLS IN THE BOSTON AREA JOINED FORCES TO BUY THEIR OWN COMPUTERS IN ORDER TO REDUCE THE COST OF USING THE MACHINES. (LS)

EJ 017 224 AA 505 344

RANKINGS OF THE STATES, 1970 , *NEA RES REP*, N1, PP1-76, 70

EDUCATIONAL STATISTICS FOR ALL STATES AS OF 1970 ARE GIVEN. (CK)

EJ 017 278 AA 505 379

A CLASSROOM ON WHEELS FOR THE CIRCUIT-RIDING TEACHER SHOEMAKER, JOHN R., *MUSIC EDUC J*, V56 N7, PP57-8, 70 MAR

THE USE OF SCHOOL BUSES FOR MUSIC CLASSROOMS WOULD BE ECONOMICALLY FEASIBLE. (CK)

EJ 017 287 EF 500 187

1970'S: THE NEW AGE OF BUILDING , *CONSTRU PROD TECHNOL*, V46 N1, PP65-80, 70 MAR

CONDENSATION OF AIA PRESIDENT REX ALLEN'S ADDRESS AND A PANEL SESSION OF EIGHT CONSTRUCTION INDUSTRY PROFESSIONALS AT THE 48TH ANNUAL MEETING OF THE PRODUCER'S COUNCIL, SEPTEMBER, 1969. (RG)

EJ 017 291 EF 500 199

NEW SCHOOL PROVES A BOON TO TAXPAYERS , *MOD SCH*, , PP13-14, 70 MAR

THE ALL-ELECTRIC KRATZER ELEMENTARY SCHOOL, ALLENTOWN, PENNSYLVANIA, IS ESTHETICALLY PLEASING TO LOOK AT AS WELL AS ECONOMICAL TO OWN AND OPERATE. (RG)

EJ 017 312 AA 505 438

MAXIMUM SALARIES SCHEDULED FOR SCHOOL ADMINISTRATORS, 1969-70 *NEA RES REP*, N2, PP1-100, 70

EJ 017 313 AA 505 665

WHEN THE MONEY RUNS OUT HENRY, WILLIAM E., *TODAYS EDUC*, V59 N3, PP54-5, 70 MAR

EJ 017 314 AA 505 711

LEGISLATIVE ARENA LEE, CHARLES W., *MOMENTUM*, V1 N2, PP5-7, 70 APR

EJ 017 315 AA 505 713

THE BUDGETING PROCESS: KEY TO FINANCIAL PROBLEMS SEIDL, A. E., *MOMENTUM*, V1 N2, PP13-7, 70 APR

EJ 017 316 AA 505 790

TRENDS IN ADMINISTRATORS' SALARIES *NEA RES BULL*, V48 N1, PP7-10, 70 MAR

EJ 017 318 AA 505 795

SALARIES PAID SUPERINTENDENTS *NEA RES BULL*, V48 N1, PP19, 70 MAR

EJ 017 321 AA 505 819

TAXES FOR TEACHERS BATTERSBY, MARK E., *GRADE TEACHER*, V87 N8, PP26-9, 70 APR

PROVISIONS IN THE TAX LAWS TAILORED FOR TEACHERS ARE EXPLAINED BY A TAX EXPERT. (EJS)

EJ 017 322 CG 501 240

BEGINNING SALARIES AND REALITY HARKNESS, CHARLES A., *J COLL PLACEMENT*, V30 N3, PP48-56, 70 FEB-MAR

INTERPRETATIVE LOOK AT THE MARKETPLACE, ALONG WITH RELATED STATISTICS ON ECONOMIC CONDITIONS AND THEIR RELATIONSHIP TO COLLEGE GRADUATES ENTERING INDUSTRY. (AUTHOR/CJ)

EJ 017 323 EA 500 374

ALTERNATIVE METHODS OF NONPUBLIC AID *COMPACT*, V4 N1, PP23, 70 FEB

EJ 017 324 EA 500 375

MICHIGAN EDUCATIONAL REFORM INCLUDES PRIVATE SCHOOL FUNDS MILLIKEN, WILLIAM G., *COMPACT*, V4 N1, PP24-25, 70 FEB

EJ 017 325 EA 500 376

ALTERNATIVES FOR THE FUTURE BRICKELL, HENRY M., *COMPACT*, V4 N1, PP26-27, 70 FEB

EXCERPTS FROM A STUDY CONDUCTED FOR THE RHODE ISLAND SPECIAL COMMISSION TO STUDY THE ENTIRE FIELD OF EDUCATION OUTLINING A CRITERIA FOR PUBLIC POLICY AND SUGGESTING ALTERNATIVES REGARDING PUBLIC SUPPORT OF NONPUBLIC EDUCATION. (LN)

EJ 017 326 EA 500 377

TAX CREDITS PROPOSED IN NEW MEXICO KOCH, JAMES H., *COMPACT*, V4 N1, PP28, 70 FEB

NEW MEXICO LEGISLATOR PROPOSES A TUITION TAX CREDIT PLAN FOR INDIVIDUAL TAXPAYERS. (MK)

EJ 017 327 EA 500 378

PURCHASING SECULAR SCHOOL SERVICES COPELAND, EDWARD J., *COMPACT*, V4 N1, PP29-31, 70 FEB

EXPLAINS RATIONALE FOR PROGRAM TO PURCHASE SECULAR EDUCATIONAL SERVICES WITH STATE FUNDS AS A METHOD FOR AIDING PRIVATE SCHOOLS IN ILLINOIS. (MK)

EJ 017 328 EA 500 380

PUBLIC SCHOOLS PUBLICLY SUPPORTED DOERR, EDD, *COMPACT*, V4 N1, PP32-34, 70 FEB

CRITICIZES PLANS FOR PUBLIC SUPPORT OF CHURCH RELATED SCHOOLS. (MK)

EJ 017 329 EA 500 381

ILLINOIS PRIVATE SCHOOLS OGILVIE, RICHARD B., *COMPACT*, V4 N1, PP35, 70 FEB

ILLINOIS' GOVERNOR RECOMMENDS DIRECT GRANTS TO PRIVATE AND PAROCHIAL SCHOOLS IN ILLINOIS. (MK)

EJ 017 330 EA 500 383

SUPPORTING THE NONPUBLIC SCHOOLS IN CANADA FULLMAN, CHARLES, *COMPACT*, V4 N1, PP38-40, 70 FEB

SUMMARIZES CANADA'S TEN PROVINCIAL SCHOOL SYSTEMS AND THEIR METHODS OF FINANCING. (MK)

EJ 017 331 EA 500 384

ORGANIZATION VIEWPOINTS *COMPACT*, V4 N1, PP11, 41-44, 70 FEB

PRESENTS VIEWPOINTS OF VARIOUS NATIONAL ASSOCIATIONS ON THE ISSUE OF STATE AID TO PRIVATE SCHOOLS. (MK)

EJ 017 333 EA 500 391

AN ALTERNATIVE TO THE FIXED STEP SALARY SCHEDULE BRUNO, JAMES E., *EDUC ADMIN QUART*, V6 N1, PP26-46, 70 W

THE FOCUS OF THIS STUDY IS THE DEVELOPMENT OF AN EFFECTIVE ALTERNATIVE TO FIXED STEP SALARY APPROACHES TO SALARY EVALUATION IN SCHOOL DISTRICTS. A PROTOTYPE MODEL WAS DERIVED WHICH CONSIDERED NINE FACTORS IN SALARY EVALUATION. (AUTHOR/MF)

EJ 017 334 EA 500 392

THE DISTRIBUTION OF FEDERAL SCHOOL AID FUNDS. WHO WINS? WHO LOSES? GUTHRIE, JAMES W.; LAWTON, STEPHEN B., *EDUC ADMIN QUART*, V6 N1, PP47-61, 70 W

DISCUSSES THE EFFECTS OF THE PRESENT DISTRIBUTION PATTERN FOR FEDERAL AID TO EDUCATION FUNDS. EXAMINES THE EQUALIZING EFFECTS OF FEDERAL FUNDS AMONG STATES, AND OFFERS SOME PRELIMINARY INFORMATION REGARDING INTRASTATE EQUALIZING PATTERNS. (AUTHOR/MF)

EJ 017 335 EA 500 398

HOW TO LOSE YOUR NEXT REFERENDUM *AMER SCH BOARD J*, V157 N9, PP47, 70 MAR

TONGUE-IN-CHEEK ACCOUNT CONTAINS 10 USEFUL SUGGESTIONS FOR PASSAGE OF REFERENDUMS. (DE)

EJ 017 336 EA 500 405

NIXON, THE NEW BUDGET, AND THE VETO STIEF, WILLIAM, *NAT SCH*, V85 N3, PP51-56, 70 MAR

THE FISCAL 1971 OFFICE OF EDUCATION BUDGET STRESSES INNOVATION BUT PROMISES LITTLE OR NO NEW MONEY. ASPECTS OF THE BUDGET ARE PRESENTED. (MF)

EJ 017 337 EC 501 078

IDENTIFICATION OF SPECIAL EDUCATION EXPENDITURES MADDOCK, ERNEST, *TRAINING SCH BULL*, V66 N4, PP137-63, 70 FEB

EJ 017 342 SE 501 485

EDUCATION AND HEALTH FUNDS: A BILLION DOLLAR DIFFERENCE WALSH, JOHN, *SCIENCE*, V167 N3917, PP355-358, 70 JAN

EJ 017 343 SE 501 489

EDUCATION: A SHOW OF POWER OVER FUNDS FOR INNOVATION KARP, RICHARD, *SCIENCE*, V167 N3926, PP1709-1711, 70 MAR

STATES THAT FUNDS UNDER TITLE III, WHICH WERE EARMARKED FOR INNOVATIVE PROJECTS AT THE LOCAL LEVEL, HAVE BEEN USED TO FINANCE NON-INNOVATIVE PROGRAMS; POWER UNDER TITLE III ORIGINALLY RESTED IN THE FEDERAL GOVERNMENT; NOW IT HAS BEEN TRANSFERRED TO STATE DEPARTMENTS OF EDUCATION, WHICH ARE LIKELY TO USE FUNDS FOR ALL TYPES OF PROGRAMS. (BR)

EJ 017 344 UD 500 430

EDUCATION BY CHIT: AN EXAMINATION OF VOUCHER PROPOSALS CARR, RAY A.; HAYWARD, GERALD C., *EDUC URBAN SOC*, V2 N2, PP179-191, 70 FEB

EJ 017 349 AA 505 721

EDUCATION FOR THE 70'S YOUNG, WILLIAM C., *CLEARING HOUSE*, V44 N7, PP387-90, 70 MAR

THERE IS AN URGENT NEED IN TODAY'S SOCIETY TO PROVIDE EVERYONE WITH AN EQUAL OPPORTUNITY TO RECEIVE A QUALITY EDUCATION. THE PRIVATE SECTOR IN PARTICULAR IS THE AGENT UPON WHICH RESTS THE MORAL OBLIGATION TO INSURE THAT THIS KIND OF OPPORTUNITY IS MADE A REALITY. (CK)

EJ 017 351 EA 500 371

IN THE COURTS *COMPACT*, V4 N1, PP13, 70 FEB

LOOKS BRIEFLY AT STATE AND FEDERAL COURT LITIGATION ON THE TOPIC OF PUBLIC AID TO PAROCHIAL SCHOOLS. (LN)

EJ 017 353 EA 500 387

SELECTED FEDERAL PROGRAMS FOR NONPUBLIC SCHOOLS OR STUDENTS *COMPACT*, V4 N1, PP51-52, 70 FEB

PROVIDES INFORMATION ON FEDERAL PROGRAMS AVAILABLE TO PRIVATE SCHOOLS AND STUDENTS. (MK)

EJ 017 356 UD 500 431

COMMENTS ON FEDERALISM AND THE PLIGHT OF CITY SCHOOLS: AN INTRODUCTION TO PAPERS BY GUTHRIE AND KIRST SCRIBNER, JAY E.; SNOW, R. J., *EDUC URBAN SOC*, V2 N2, PP193-198, 70 FEB

EJ 017 357 UD 500 432

CITY SCHOOLS IN A FEDERAL VISE: THE POLITICAL DYNAMICS OF FEDERAL AID TO URBAN SCHOOLS GUTHRIE, JAMES W., *EDUC URBAN SOC*, V2 N2, PP199-218, 70 FEB

ANALYZES THE RECENT ROLE OF THE FEDERAL GOVERNMENT IN PUBLIC EDUCATION IN VIEW OF THE REPORTED RURAL BIAS OF THE CONGRESS AND THE URBAN BIAS OF THE EXECUTIVE. (JM)

EJ 017 358 UD 500 433

FEDERALISM AND URBAN EDUCATION: A WASHINGTON PERSPECTIVE KIRST, MICHAEL W., *EDUC URBAN SOC*, V2 N2, PP219-231, 70 FEB

EXPLORES THE REPORTED BIAS AND THE IMPLICATIONS OF THE FEDERAL GOVERNMENT'S ADMINISTRATIVE STRATEGY IN FEDERAL-STATE-CITY EDUCATION POLICY. (JM)

EJ 017 739 AA 505 679

A STATISTICAL LOOK AT AMERICAN EDUCATION 1970 GRANT, W. VANCE, *AMER EDUC*, V5 N8, PP24-5, 69 OCT

EJ 017 755 HE 500 806

WHAT MAKES NSA RUN? KEYES, RALPH, *CHANGE HIGHER EDUC*, V2 N2, PP33-38, 70 MAR-APR

AUTHOR ARGUES THAT BY MOST CONVENTIONAL STANDARDS THE NATIONAL STUDENT ASSOCIATION MUST BE CONSIDERED A POLITICAL AND BUREAUCRATIC DISASTER. (IR)

EJ 017 795 EM 500 786
THE DIFFERENTIATED STAFF: EDUCATION'S TECHNOSTRUCTURE ENGLISH, FENWICK, *EDUC TECHNOL*, V10 N2, PP24-7, 70 FEB
"DESCRIBES AND REVIEWS DIFFERENTIATED STAFFING APPROACHES TO CHANGING THE TEACHER ROLES IN SCHOOLS." (EDITOR)

EJ 017 812 RC 500 134
PHYSICAL EDUCATION GOES MOD LUCK, K. CASH; NEUMANN, MARGARET, *J HEALTH PHYS EDUC RECREATION*, V41 N3, PP44-5, 70 MAR

EJ 017 837 AA 505 877
SHORT-TERM INSTITUTES FOR VOCATIONAL EDUCATORS *AMER EDUC*, V6 N3, PP35-6, 70 APR
A PROGRAM OF INSERVICE TEACHER TRAINING FOR VOCATIONAL EDUCATORS IS A MUST TO MEET THE NEEDS OF THE INCREASING NUMBERS OF STUDENTS ENTERING VOCATIONAL SCHOOLS. (CK)

EJ 018 033 EA 500 367
PRIVATE SCHOOLS AND EDUCATIONAL REFORM ERICKSON, DONALD A., *COMPACT*, V4 N1, PP4-7, 70 FEB
REFERS TO THE DILEMMA OF PUBLIC AID TO NONPUBLIC SCHOOLS AND SUGGESTS OPPORTUNITIES FOR A CREATIVE POLICY, IF THIS PROBLEM IS PROPERLY UNDERSTOOD. (LN)

EJ 018 034 EA 500 368
GALLUP POLL SHOWS PUBLIC QUESTIONS NONPUBLIC AID *COMPACT*, V4 N1, PP7, 70 FEB
REVIEWS A GALLUP PUBLIC OPINION SURVEY ON QUESTIONS ABOUT THE PUBLIC AND PRIVATE SCHOOL SYSTEMS. (LN)

EJ 018 035 EA 500 369
IN CONGRESS, THE LEGISLATURES AND THE COURTS ROBINSON, JOSEPH B., *COMPACT*, V4 N1, PP8-11, 70 FEB
LOOKS AT LATEST DEVELOPMENTS IN STATE AND FEDERAL LEGISLATION AND COURT LITIGATION WITH REGARD TO PUBLIC AID TO NONPUBLIC SCHOOLS. (LN)

EJ 018 036 EA 500 370
ROUNDUP OF 1969. STATE LEGISLATIVE ACTION , *COMPACT*, V4 N1, PP12, 70 FEB
OUTLINES ACTION TAKEN BY OHIO, CONNECTICUT, RHODE ISLAND AND OTHER STATES REGARDING STATE AID TO PAROCHIAL AND PRIVATE SCHOOLS. (LN)

EJ 018 037 EA 500 372
STATE PROGRAMS FOR SUPPORT TO NONPUBLIC SCHOOLS' *COMPACT*, V4 N1, PP14-17, 70 FEB
TABULATES INFORMATION ON THE STATUS OF PLANS AND PROGRAMS REGARDING STATE SUPPORT TO NONPUBLIC SCHOOLS IN 38 STATES. (LN)

EJ 018 038 EA 500 373
STATE AID TO PRIVATE EDUCATION: AN ASSESSMENT *COMPACT*, V4 N1, PP18-23, 70 FEB

EJ 018 039 EA 500 379
PRIVATE SCHOOLS AND DESEGREGATION *COMPACT*, V4 N1, PP31, 70 FEB
SUMMARIZES THE PROBLEMS RELATED TO THE TEMPORARY INJUNCTION ISSUED TO NO LONGER GRANT TAX-EXEMPT STATUS TO SEGREGATED PRIVATE SCHOOLS IN MISSISSIPPI. (MK)

EJ 018 040 EA 500 382
A LOOK AT THE NONPUBLIC SCHOOLS *COMPACT*, V4 N1, PP36-37, 70 FEB

EJ 018 124 EM 500 763
TALKING POINT. ADVANTAGES AND DISADVANTAGES OF USING LIBRARY FILM IN ETV PROGRAMMES *EDUC TELEV INT*, V3 N4, PP300-6, 69 DEC
ALL SIDES OF THE ISSUE ARE EXAMINED IN THE COURSE OF A DIALOGUE BETWEEN FOUR MEMBERS OF THE CENTRE FOR EDUCATIONAL TELEVISION OVERSEAS. (LS)

EJ 018 286 EM 500 871
AV-MAGINATION: NEW IDEAS, NEW TECHNIQUES VAN PHELAN, LOUIS, *AUDIOVISUAL INSTR*, V15 N4, PP42-4, 70 APR
A STAFF MEMBER AT THE GUIDED STUDY CENTER OF THE DEMONSTRATION SCHOOL FOR ADULTS DISCUSSES SOME OF THE NEW AND IMAGINATIVE INSTRUCTIONAL APPLICATIONS THEY HAVE FOUND FOR STANDARD AUDIOVISUAL MATERIALS. (LS)

EJ 018 296 EM 500 901
MASS ILLITERACY: THE ONLY SOLUTION? EDINGTON, A. B., *EDUC TELEV INT*, V4 N1, PP47-9, 70 MAR
AN ANALYSIS OF THE PROBLEM OF ILLITERACY AND A REVIEW OF SEVERAL ARTICLES ON THE SUBJECT THAT HAVE APPEARED IN "EDUCATIONAL TELEVISION INTERNATIONAL." CONCLUDED IS THAT, WHILE TELEVISION BY ITSELF WILL NOT PROVIDE "THE PANACEA FOR ALL THE PROBLEMS OF WORLD ILLITERACY," IT CAN MAKE A MORE POWERFUL CONTRIBUTION TO SOLVING THE PROBLEM THAN OTHERS HAVE ALLOWED. (LS)

EJ 018 466 RC 500 144
A NEW LIFE FOR THE COUNTRY *APPALACHIA*, V3 N9, PP20-4, 70 APR
THE FOLLOWING ARE EXCERPTS FROM "THE REPORT OF THE PRESIDENT'S TASK FORCE ON RURAL DEVELOPMENT," WHICH WAS RELEASED IN MARCH. APPOINTED BY PRESIDENT NIXON IN SEPTEMBER 1969, THE TASK FORCE WAS ASKED "TO REVIEW THE EFFECTIVENESS OF PRESENT RURAL ASSISTANCE PROGRAMS, AND MAKE RECOMMENDATIONS AS TO WHAT MIGHT BE DONE IN THE PRIVATE AND PUBLIC SECTORS TO STIMULATE RURAL DEVELOPMENT." THESE RECOMMENDATIONS HAVE PARTICULAR RELEVANCE TO APPALACHIA. (EDITOR)

EJ 018 475 AA 505 962
SCHOOLS FOR THE SEVENTIES: INSTITUTIONAL REFORM FANTINI, MARIO D., *AMER EDUC*, V59 N4, PP43-4, 60-1, 70 APR
THERE IS A NEED TODAY FOR SELECTIVITY IN THE EDUCATION OF THE YOUNG IN VIEW OF OUR CULTURAL PLURALISM AND DIVERSE INDIVIDUAL NEEDS. (CK)

EJ 018 674 EF 500 240
WHERE WILL THE MONEY COME FROM? RIGNEY, RAYMOND P., *CATH SCH J*, V70 N1, PP33-36, 70 JAN

EJ 018 700 EC 501 124
INCREASING THE PRODUCTION RATES OF TRAINABLE RETARDED STUDENTS IN A PUBLIC SCHOOL SIMULATED WORKSHOP BROWN, LOU; PEARCE, EVE, *EDUC TRAINING MENT RETARDED*, V5 N1, PP15-22, 70 FEB

EJ 018 774 EM 500 916
TOWARDS THE DEVELOPMENT OF AN EFFECTIVE TEACHING SYSTEM, BASED ON PROGRAMMED LEARNING GAYFER, PETER JAMES, *VISUAL EDUC*, , PP37, 39, 70 APR
"MR. GAYFER DESCRIBES THE DEVELOPMENTS AND THE USE OF PROGRAMMES FOR THE ACADEMIC DISCIPLINES OF ORDINARY AND HIGHER NATIONAL CERTIFICATE IN MECHANICAL ENGINEERING. OF PARTICULAR INTEREST IS HIS APPROACH TO THE PRODUCTION AND COSTING OF PROGRAMMES, AND HIS CONCLUSIONS REGARDING THE EXTENSIVE INTEGRATION OF PROGRAMMED TEXTS INTO COURSES." (EDITOR)

EJ 019 047 RE 500 931
THE TIDES OF TIME GATES, ARTHUR I., *INT READING ASSN CONF PROC PT 1*, V13, PP12-20, 68 APR

EJ 019 094 RE 500 978
CURRICULUM TRENDS IN SCIENCE BLOUGH, GLENN O., *INT READING ASSN CONF PROC PT 1*, V13, PP248-51, 68 APR

EJ 019 096 RE 500 981
OVERVIEW OF TITLE III READING PROJECTS LAFFEY, JAMES L., *INT READING ASSN CONF PROC PT 1*, V13, PP260-65, 68 APR
DISCUSSES THE HISTORY AND PURPOSE OF PROJECTS TO ADVANCE CREATIVITY IN EDUCATION (PACE), GIVES AN OVERVIEW OF 68 PROJECTS RELATED TO READING, AND DISCUSSES THE STRENTHS AND WEAKNESSES OF PACE READING PROJECTS. (MD)

EJ 019 097 RE 500 982
THE STATE'S ROLE IN IMPROVING READING INSTRUCTION: A STATE PATTERN IN CALIFORNIA OVERFIELD, RUTH, *INT READING ASSN CONF PROC PT 1*, V13, PP265-70, 68 APR
CITES PURPOSES AND AIMS OF THE MILLER-UNRUH READING ACT OF 1965 AND EXPLAINS THE ROLES OF TEACHERS AND OTHER SCHOOL PERSONNEL IN IMPLEMENTING SUITABLE READING PROGRAMS DURING THE FIRST YEAR OF ITS OPERATION. (MD)

EJ 019 110 RE 500 995
KINESCOPIC INNOVATIONS IN TEACHING SIMONS, VIVIAN Y., *INT READING ASSN CONF PROC PT 1*, V13, PP318-22, 68 APR

EJ 019 127 RE 501 012
IN-SERVICE EDUCATION OF TEACHERS MCCRACKEN, ROBERT A., *INT READING ASSN CONF PROC PT 1*, V13, PP394-401, 68 APR
CONSIDERS WAYS IN WHICH A 54-WEEK NATIONAL DEFENSE EDUCATION ACT INSTITUTE HELPED TEACHERS SOLVE THEIR ABILITIES TO TEACH READING THROUGH A SUMMER SESSION AND REGULAR MEETINGS DURING THE SCHOOL YEAR, AND OFFERS SUGGESTIONS FOR PROVIDING EFFECTIVE INSERVICE PROGRAMS. BIBLIOGRAPHY. (MD)

EJ 019 130 RE 501 015
PROMISING PRACTICES IN IN-SERVICE EDUCATION IN READING O'CONNELL, CAROL, *INT READING ASSN CONF PROC PT 1*, V13, PP409-12, 68 APR
PROVIDES INFORMATION ON INSERVICE EDUCATION FOR SECONDARY READING TEACHERS WHICH INDICATES THAT OHIO TEACHERS HAVE POSITIVE ATTITUDES TOWARD READING, THAT THEY ARE CREATING CHANGES THROUGH INSERVICE PROGRAMS, AND THAT STATEWIDE COOPERATION AND SCHOOL SYSTEM-UNIVERSITY COOPERATION HAVE RESULTED IN MODEL TEACHER TRAINING PROGRAMS. (MD)

EJ 019 162 RE 501 048
AN EVALUATIVE LOOK AT THE COOPERATIVE STUDIES OF READING IN FIRST AND SECOND GRADE: LIMITATIONS SIPAY, EDWARD R., *INT READING ASSN CONF PROC PT 1*, V13, PP588-96, 68 APR
EVALUATES USOE STUDIES, CRITICIZES INACCURACIES, AND LISTS LIMITATIONS COMMON TO A STUDY WITH THEIR RESULTS. BIBLIOGRAPHY. (MD)

EJ 019 451 AA 506 310
PUPIL-STAFF RATIOS, 1968-69 *NEA RES BULL*, V48 N2, PP50-3, 70 MAY

EJ 019 521 AA 506 211
ETV AGREEMENT ENDS THREE YEARS OF UNCERTAINTY *EDUC CAN*, V10 N1, PP35-42, 70 MAR

EJ 019 541 EM 500 950
PUBLIC BROADCASTING IN AMERICA ENTERS THE 1970S PAULU, BURTON, *EBU REV PART B GEN LEG*, N120B, PP33-8, 70 MAR

EJ 019 543 EM 500 952
PTV COLOR: NO POT OF GOLD *EDUC INSTR BROADCASTING*, V3 N4, PP19-21, 70 APR
"WEIGHS ALTERNATIVES IN COSTS AND PROGRAMMING QUALITY OF COLOR VERSUS BLACK AND WHITE." (EDITOR)

EJ 019 738 AA 506 189
NONPUBLIC SCHOOLS AND EDUCATIONAL REFORM ERICKSON, DONALD A., *EDUC DIG*, V35 N9, PP1-4, 70 MAY
THE PROS AND CONS OF PUBLIC AID TO PRIVATE EDUCATIONAL INSTITUTIONS ARE DISCUSSED. (CK)

EJ 019 754 EA 500 455
USING EQUIPMENT, MATERIALS, AND FACILITIES TO DEVELOP HUMANE CAPABILITIES MILLER, WILLIAM C., *ASCD YEARBOOK*, , PP154-169, 70

EJ 019 773 AA 506 215
EDUCATION AND THE STATUS QUO ZEIGLER, HARMON, *COMP EDUC*, V6 N1, PP19-36, 70 MAR
THE INFLUENCES SURROUNDING THE DECISION-MAKING PROCESS IN EDUCATIONAL INSTITUTIONS ARE EXAMINED. (CK)

EJ 019 785 AA 506 277
MESSAGE ON HIGHER EDUCATION NIXON, RICHARD M., *AMER EDUC*, V6 N4, PP28-31, 70 MAY
THE PRESIDENT'S 1970 HIGHER EDUCATION MESSAGE IS PRESENTED. (CK)

EJ 019 799 AA 506 343
PROJECT EIGHTEEN--A CATALYST FOR CHANGE ADAMS, EDMUND B., *EDUC*, V90 N2, PP122-6, 69 NOV-DEC
FLEXIBLE SCHEDULING, BUDGETING, AND STAFFING ARE THREE HIGHLIGHTS OF AN INNOVATIVE EDUCATIONAL PROJECT IN CALIFORNIA. (CK)

EJ 019 812 AA 506 428
HARRY S. TRUMAN--EDUCATOR VAN PATTEN, JAMES J., *EDUC FORUM*, V34 N3, PP379-81, 70 MAR
THE CONTRIBUTIONS OF HARRY S. TRUMAN TO EDUCATION ARE DISCUSSED. (CK)

EJ 019 828 EA 500 472
NOTES AND DOCUMENTS II: JOHN DEWEY'S THE SCHOOL AND SOCIETY--PERSPECTIVES 1969 SANCHEZ, RAMON, *HIST EDUC QUART*, V10 N1, PP78-83, 70 SPR

EJ 019 842 EM 500 928
RUN, STRAWMAN, RUN. A CRITIQUE OF RUN, COMPUTER, RUN LOCKE, ROBERT W.; ENGLER, DAVID, *EDUC TECHNOL*, V10 N3, PP47-50, 70 MAR
AN ANALYSIS OF THE GLOOMY VIEW OF EDUCATIONAL TECHNOLOGY ANTHONY OETTINGER PUTS FORTH IN HIS NEW BOOK. (LS)

EJ 019 882 UD 500 480
RESOURCE ALLOCATION AND EDUCATIONAL NEEDS; NEW YORK CITY'S PUBLIC SCHOOLS KELLY, JAMES A., *EDUC URBAN SOC*, V2 N3, PP251-276, 70 MAY
DESCRIBES THE 1969 NEW YORK CITY SCHOOL DECENTRALIZATION LAW WITH RESPECT TO RESOURCE ALLOCATION PATTERNS AND POSSIBLE ALTERNATE APPROACHES WHICH THE CENTRAL BOARD OF EDUCATION MIGHT FOLLOW. (JM)

EJ 019 897 AA 506 205
TEACHERS IN CANADA: SUPPLY AND DEMAND FOR THE 70S FRANCE, NORMAN, *EDUC CAN*, V10 N1, PP3-7, 70 MAR

EJ 019 959 CG 501 450
PERSONALITY OF LOW INCOME MALES: COLLEGE VERSUS NONCOLLEGE ELTON, CHARLES F., *J COLL STUD PERSONNEL*, V11 N3, PP210-212, 70 MAY
STUDY RESULTS EXTEND CONCLUSIONS OF BERDIE AND HOOD (1966) THAT PERSONALITY TEST SCORES ARE RELATIVELY UNIMPORTANT IN PREDICTING COLLEGE ATTENDANCE. (AUTHOR)

EJ 019 984 AA 506 422
COST ANALYSIS IN EDUCATION WOHLFERD, GERALD H., *EDUC FORUM*, V34 N3, PP339-45, 70 MAR
WAYS TO ANALYZE THE COST OF EDUCATION ON A PER ITEM BASIS ARE PRESENTED. (CK)

EJ 019 987 EA 500 536
A NEW VIEW OF THE RELATION BETWEEN COST AND QUALITY IN EDUCATION ZIMA, GEORGE C., *IAR RES BULL*, V10 N2, PP1-3, 70 FEB
THE HYPOTHESIS THAT CERTAIN COMBINATIONS OF FINANCIAL INPUTS ARE MORE HIGHLY PREDICTIVE OF EDUCATIONAL QUALITY WAS TESTED IN A STUDY INVOLVING 38 SCHOOL DISTRICTS. (MF)

EJ 020 006 AL 500 098
SMALL LANGUAGE LABORATORY DESIGN GEORGE, H. V., *ENGL LANG TEACHING*, V24 N2, PP133-137, 70 JAN
PLAN FOR A LANGUAGE LABORATORY, DESIGNED FROM THE TEACHER'S POINT OF VIEW, WHERE THE ISOLATION OF STUDENTS IS AVOIDED AND MAXIMUM EXPLOITATION OF FACILITIES IS ALLOWED. (FWB)

EJ 020 036 AA 506 307
SALARY SUPPLEMENTS FOR EXTRA DUTIES *NEA RES BULL*, V48 N2, PP42-5, 70 MAY
TEACHERS WHO SUPERVISE EXTRACURRICULAR ACTIVITIES RECEIVE ADDED INCOME. (CK)

EJ 020 039 AA 506 399
ECONOMIC STATUS OF THE TEACHING PROFESSION, 1969-70 *NEA RES REP*, N3, PP1-68, 70

EJ 020 040 EA 500 473
NOTES AND DOCUMENTS III: FEDERAL AID TO EDUCATION: 1945-1963 KIZER, GEORGE A., *HIST EDUC QUART*, V10 N1, PP84-102, 70 SPR
SUMMARIZES FEDERAL AID TO EDUCATION PROPOSED AND SUBSEQUENTLY ADOPTED DURING THE ADMINISTRATION OF PRESIDENTS TRUMAN, EISENHOWER AND KENNEDY. (MF)

EJ 020 041 EA 500 485
ARE TEACHERS' SALARIES IMPROVING? LINDMAN, ERICK L., *PHI DELTA KAPPAN*, V51 N8, PP420-422, 70 APR
COMPARES THE RATIO OF THE AVERAGE ANNUAL SALARY PAID PUBLIC SCHOOL TEACHERS TO PER CAPITA PERSONAL INCOME. THIS STUDY INDICATES THAT TEACHERS' SALARIES HAVE KEPT PACE WITH OTHER SALARIES SINCE THE 1930'S BUT THERE HAS BEEN NO RELATIVE GAIN. (MF)

EJ 020 043 EA 500 533
INTRASTATE COOPERATION: STATE FINANCIAL TAKEOVER CALLED FOR LINDSAY, JOHN V., *COMPACT*, V4 N2, PP34, 70 APR
MAYOR JOHN LINDSAY OF NEW YORK CITY DISCUSSES CITY-STATE RELATIONS IN THE AREA OF FINANCING PUBLIC SCHOOL EDUCATION. (MK)

EJ 020 044 EA 500 539
FULL STATE FUNDING OF EDUCATION THOMAS, J. ALAN, *ADMIN NOTEBOOK*, V18 N9, PP1-10, 70 MAY
PROMOTES THE ARGUMENT FAVORING STATE SUPPORT OF SCHOOLS. (LN)

EJ 020 053 SE 501 712
SECTION 203 COMPOUNDS RESEARCH-FUNDING SQUEEZE *PHYS TODAY*, V23 N5, PP61-64, 70 MAY

EJ 020 054 VT 501 439
TWO-THIRDS MORE FOR LESS STANTON, WILLIAM A., *AMER VOCAT J*, V45 N5, PP10, 12, 70 MAY
PER-PUPIL COST OF PREVENTIVE HIGH SCHOOL PROGRAMS COMPARED WITH COST OF REMEDIAL MANPOWER PROGRAMS. (EDITOR)

EJ 020 108 AA 506 424
IS GARB SECTARIAN? PATRICK, T. L., *EDUC FORUM*, V34 N3, PP353-8, 70 MAR
THE QUESTION OF WHETHER WEARING RELIGIOUS GARB IN THE PUBLIC SCHOOLS IS A VIOLATION OF THE CONSTITUTIONAL PROVISION FOR STATE-CHURCH SEPARATION IS DISCUSSED. (CK)

EJ 020 571 LI 500 727
UNPUBLISHED STUDIES OF TECHNICAL SERVICE TIME AND COSTS: A SELECTED BIBLIOGRAPHY TESOVNIK, MARY E.; DEHART, FLORENCE E., *LIBR RESOURCES TECH SERV*, V14 N1, PP56-67, 70 W

EJ 020 588 AA 506 430
AMERICA IS STILL THE DREAM! STUART, JESSE, *EDUC FORUM*, V34 N3, PP395-400, 70 MAR
THE AUTHOR REMINISCES HIS COLLEGE DAYS AT LINCOLN NEBRASKA UNIVERSITY. (CK)

EJ 020 592 SE 501 550
TAX-EXEMPT FOUNDATIONS: THEIR EFFECTS ON NATIONAL POLICY HOROWITZ, IRVING LOUIS; HOROWITZ, RUTH LEONORA, *SCIENCE*, V168 N3928, PP220-228, 70 APR
DISCUSSES THE REASONS FOR THE GROWTH OF TAX-EXEMPT FOUNDATIONS IN THE UNITED STATES, AND THEIR ROLE IN PROMOTING SOCIAL SCIENCE RESEARCH, COMMUNITY PROJECTS AND EDUCATIONAL ACTIVITIES BOTH AT HOME AND ABROAD. THE FOUNDATIONS' POLITICAL PHILOSOPHIES AND THEIR RELATION WITH GOVERNMENT ARE EXAMINED. BIBLIOGRAPHY. (LC)

EJ 020 634 RC 500 147
CITY SCHOOLS WITHOUT GYMS EZERSKY, EUGENE; THEIBERT, P. RICHARD, *J HEALTH PHYS EDUC RECREATION*, V41 N4, PP26-9, 70 APR

EJ 020 664 EA 500 524
FIVE YEARS OF A DEVELOPING PARTNERSHIP CONANT, JAMES B., *COMPACT*, V4 N2, PP8-11, 70 APR
DESCRIBES DEVELOPMENT OF THE EDUCATION COMMISSION OF THE STATES. (MK)

EJ 020 665 EA 500 525
A LEGISLATOR LOOKS AT THE COMPACT NEWBRY, L. W., *COMPACT*, V4 N2, PP12-14, 70 APR
OREGON STATE SENATOR NEWBRY EXPLAINS INTERSTATE COOPERATIVE ARRANGEMENTS IN THE FIELD OF EDUCATION IN OREGON. (MK)

EJ 020 667 EA 500 528
THE APPALACHIAN REGIONAL COMMISSION MCNAIR, ROBERT E., *COMPACT*, V4 N2, PP20-22, 70 APR
DISCUSSES THE EDUCATIONAL PROGRAMS INITIATED BY THE APPALACHIAN REGIONAL COMMISSION AND ITS PROGRAMS. (MK)

EJ 020 827 AA 506 288
CAN THE PUBLIC SCHOOL SURVIVE ANOTHER TEN YEARS? GRAHAM, GRACE, *EDUC LEADERSHIP*, V27 N8, PP800-3, 70 MAY

EJ 020 980 SP 500 266
MULTIDISTRICT COOPERATIVE EDUCATION--AN IMPERATIVE NEED FOR THE 70S *APPALACHIAN ADVANCE*, V4 N5, PP23-26, MAY '70

EJ 020 985 VT 501 458
THE ALLOCATION OF THE COST OF DISPLACED LABOR AND SEVERANCE PAY: A COMMENT TULLOCK, GORDON, *J HUM RESOURCES*, V5 N2, PP248-249, SPR '70
THE AUTHOR'S COMMENT ON A PREVIOUS ARTICLE BY VLADIMIR STOIKOV WHICH DISCUSSED THE FEASIBILITY OF NEW EMPLOYEES IN A SEASONAL INDUSTRY ACCEPTING AN INCOME LOWER THAN THE NORMAL COMPENSATION BECAUSE THEY ANTICIPATED THAT IN THE FUTURE THEY WOULD ACQUIRE ENOUGH SENIORITY TO REMAIN PERMANENTLY EMPLOYED IN THE SAME ACTIVITY. (BC)

EJ 020 996 AA 506 496
PARTNERSHIP WILL PROMOTE THE ARTS HANKS, NANCY, *MUSIC EDUC J*, V56 N9, PP44-7, MAY '70

EJ 021 099 EA 500 561
COMMUNICATIONS: WHERE SCHOOLS GO WRONG *SCH MANAGE*, V14 N5, PP26-46, MAY '70
THIS ARTICLE PROVIDES A LIST OF PUBLICATIONS EVALUATED AS FINALISTS IN THE ANNUAL SCHOOL PUBLICATIONS AWARDS COMPETITION SPONSORED JOINTLY BY SCHOOL MANAGEMENT AND THE NATIONAL SCHOOL PUBLIC RELATIONS ASSOCIATION. AWARDS FOR EXCELLENCE OR HONORABLE MENTION IN SIX CATEGORIES ARE NOTED ALONG WITH CRITICAL COMMENTS AND RECOMMENDATIONS OF CONTEST JUDGES. (JH)

EJ 021 175 AA 506 613
THE RISE OF THE "FREE SCHOOL" STRETCH, BONNIE BARRETT, *SATURDAY REV,* V53 N25, PP76-9, 90-3, JUN 20 '70
EXPERIMENTS IN LEARNING ARE BEING CONDUCTED IN NUMEROUS SMALL, PRIVATELY FINANCED SCHOOLS THROUGHOUT THE UNITED STATES. STUDENTS OF DIFFERENT AGES ARE CLUSTERED TOGETHER, ALLOWED TO LEARN WHAT THEY PLEASE, AND GIVEN LITTLE OR NO DISCIPLINE. A GREAT DEAL OF CONTROVERSY HAS ARISEN OVER THESE SCHOOLS. (CK)

EJ 021 189 UD 500 500
BETTER MOUSETRAPS... REFLECTIONS ON ECONOMIC DEVELOPMENT IN THE GHETTO ROSEN, SUMNER M., *URBAN REV,* V4 N3, PP14-18, MAY '70

EJ 021 198 AA 506 505
COMPETENCE FOR ALL AS THE GOAL FOR SECONDARY EDUCATION ALLEN, JAMES E., JR., *NASSP BULL,* V54 N346, PP9-17, MAY '70
SPEECH GIVEN AT THE 54TH ANNUAL CONVENTION OF THE NASSP. (EJS)

EJ 021 200 AA 506 507
SCIENCE, SOCIETY, AND EDUCATION MCELROY, WILLIAM D., *NASSP BULL,* V54 N346, PP25-33, MAY '70
SPEECH PRESENTED AT THE 54TH ANNUAL NASSP CONVENTION. (EJS)

EJ 021 250 SE 501 792
ISSUES FOR THE SEVENTIES HOLTON, GERALD, *PHYS TEACHER,* V8 N5, PP229-232, MAY '70
DISCUSSES THE NEEDS OF PHYSICS EDUCATION FOR THE 1970'S. THESE INCLUDE (1) THE ACTIVE RECRUITMENT OF MORE STUDENTS, BLACKS, AND WOMEN INTO THE FIELD, (2) INNOVATIVE TEACHING METHODS, (3) MAKING PHYSICS RELEVANT TO STUDENTS, AND (4) IMPROVING THE WORKING CONDITIONS OF PHYSICS TEACHERS. (LC)

EJ 021 259 UD 500 504
WHY WE MUST ABOLISH SCHOOLING ILLICH, IVAN, *N Y REV BOOK,* V15 N1, PP9-15, JUL 2 '70
ARGUES THAT OBLIGATORY SCHOOLING INEVITABLY POLARIZES SOCIETY, AND THAT ALIENATION OF MODERN SOCIETY IN A PEDAGOGICAL SENSE IS EVEN WORSE THAN ECONOMIC ALIENATION. CONCLUDES THAT THE BELIEF THAT ONE CAN DISTINGUISH BETWEEN WHAT IS NECESSARY EDUCATION FOR OTHERS AND WHAT IS NOT IS A DELUSION SHARED IN ONE AND ALL. (RJ)

EJ 021 293 VT 501 531
SEVEN PROBLEM AREAS IN VOCATIONAL EDUCATION WALSH, LAWRENCE E., *TECH EDUC NEWS,* V29 N2, PP16-19, APR/MAY '70
NEGATIVE ATTITUDES, PROGRAM RIGIDITY, LACK OF FUNDING, LACK OF RESEARCH, ORGANIZATION AND ADMINISTRATION, RELUCTANCE TO INNOVATE AND RELUCTANCE TO PROVIDE VOCATIONAL EDUCATION FOR ALL WHO CAN PROFIT BY IT ARE SEVEN MAJOR PROBLEMS FACING VOCATIONAL EDUCATION. (GR)

EJ 021 381 PS 500 447
RESEARCH, EVALUATION, AND PUBLIC POLICY: AN INVITED EDITORIAL SUGARMAN, JULE M., *CHILD DEVELOP,* V41 N2, PP263-266, JUN '70

EJ 021 394 AC 500 643
ACCOUNTING FOR PERSONNEL TRAINING AND DEVELOPMENT COSTS DOUTHOUT, JOHN, *TRAINING DEVELOP J,* V24 N6, PP2-6, JUN '70
CONVENTIONAL ACCOUNTING PRACTICES TEND TO PENALIZE MANAGERS WHO INVEST IN HUMAN RESOURCE DEVELOPMENT. FIVE TABLES AND FIGURES. FOUR REFERENCES. (AUTHOR/LY)

EJ 021 413 VT 501 450
A BENEFIT-COST ANALYSIS OF THE NEIGHBORHOOD YOUTH CORPS: THE OUT-OF-SCHOOL PROGRAM IN INDIANA BORUS, MICHAEL E.; AND OTHERS, *J HUM RESOURCES,* V5 N2, PP139-159, SPR '70
EARNINGS OF 604 PARTICIPANTS IN NEIGHBORHOOD YOUTH CORPS PROGRAMS IN FIVE URBAN AREAS OF INDIANA AND OF 166 ELIGIBLE NONPARTICIPANTS (THE CONTROL GROUP) WERE EXAMINED IN THIS BENEFIT-COST ANALYSIS SHOWING THAT TO INCREASE EARNINGS OF INDIVIDUAL PARTICIPANTS, THE OPTIMUM STRATEGY WAS TO ENCOURAGE DROPOUTS TO REMAIN IN THE PROGRAM AS LONG AS POSSIBLE. (AUTHOR/BC)

EJ 021 440 AA 506 551
SALARY SCHEDULE SUPPLEMENTS FOR EXTRA DUTIES, 1969-70 *NEA RES REP,* N4, PP1-68, '70

EJ 021 441 AA 506 640
THE PROBLEM OF INTERNATIONAL COMPARISONS OF UNIT COSTS IN EDUCATION SHEEHAN, JOHN, *COMP EDUC REV,* V14 N2, PP186-98, JUN '70
IN ORDER TO COMPARE THE AMOUNT OF MONEY SPENT ON EDUCATION AMONG THE COUNTRIES OF THE WESTERN WORLD, THE RELATIVE PURCHASING POWER OF THE DIFFERENT CURRENCIES AND THE POSITION OF TEACHERS IN THE GENERAL HIERARCHY OF INCOMES ARE TWO IMPORTANT FACTORS THAT BEAR CONSIDERATION. (CK)

EJ 021 444 EA 500 541
HOW TO TELL EXACTLY WHAT DIFFERENTIATED STAFFING WILL COST YOUR DISTRICT KRUMBEIN, GERALD, *AMER SCH BOARD J,* V157 N11, PP19-24, MAY '70

EJ 021 445 EA 500 542
BUT WHAT'S SO BAD ABOUT THE OLD LOCKSTEP PAY SCHEDULES THAT TREAT EVERYBODY ALIKE? A TRADITIONALIST GETS A WORD IN MANDESIAN, ZAVEN M., *AMER SCH BOARD J,* V157 N11, PP24, MAY '70
DEFENDS THE LOCKSTEP APPROACH TO TEACHER SALARY SCHEDULES. (LN)

EJ 021 446 EA 500 553
REQUEIM FOR A SCHOOL LEVEY YOUNG, BILOINE, *PHI DELTA KAPPAN,* V51 N9, PP472-475, MAY '70
OBSERVATIONS CONCERNING CITIZEN ATTITUDES TOWARD PUBLIC EDUCATION WHICH CAUSED THE DEFEAT OF TWO SCHOOL TAX LEVIES IN CANTON, OHIO. (MF)

EJ 021 447 EM 500 993
CLARIFYING AN AV BUDGET JORDAN, ROY, *AUDIOVISUAL INSTR,* V15 N5, PP69-71, MAY '70
SUGGESTS THAT AN AUDIOVISUAL BUDGET BE CONCEIVED OF AS A "PLAN" AND PROVIDES A "COMPREHENSIVE LISTING OF COMPONENTS." (AUTHOR/LS)

EJ 021 450 UD 500 484
THE USE OF COMPUTER SIMULATION TECHNIQUES IN EDUCATIONAL PLANNING WILSON, CHARLES Z., *URBAN EDUC,* V5 N1, PP3-19, APR '70
DEMONSTRATES HOW URBAN-SOCIO-POLITICAL GEOGRAPHERS MAY USE FINDINGS FROM RESEARCH IN POLITICAL SCIENCE, SOCIOLOGY, AND EDUCATION TO ANALYZE A CITY'S VOTING PATTERNS ON SCHOOL LEVIES. (JM)

EJ 021 455 AA 506 512
LEGISLATION AND THE CURRICULUM MCGHEHEY, M. A., *NASSP BULL,* V54 N346, PP67-71, MAY '70
SPEECH PRESENTED AT THE 54TH ANNUAL NASSP CONVENTION. (EJS)

EJ 021 457 AC 500 663
INTERNATIONAL EDUCATION IN THE 70'S: ITS NEEDS AND COSTS BRADEMUS, JOHN, *NUEA SPECTATOR,* V35 N4, PP4-7, APR-MAY '70
THE AUTHOR, A MEMBER OF CONGRESS FROM INDIANA, DISCUSSES THE URGENT NEED FOR THE INTERNATIONAL EDUCATION ACT, WHICH WAS PASSED IN 1966 BUT TO DATE HAD NOT BEEN FUNDED. (MF)

EJ 021 461 EA 500 560
THE NATIONAL INSTITUTE OF EDUCATION ART URY, CLAUDE M., *PHI DELTA KAPPAN,* V51 N9, PP507, MAY '70
LEGISLATION INTRODUCED FOR A NATIONAL INSTITUTE OF EDUCATION IS DESCRIBED. (MF)

EJ 021 463 SP 500 267
PREPARING FOR A NEW ERA ALLEN, JAMES E., *APPALACHIAN ADVANCE,* V4 N5, PP27-29, MAY '70
EXCERPTS FROM A SPEECH BY DR. JAMES E. ALLEN, IN WHICH HE OUTLINES THE ROLES OF THE PROPOSED NATIONAL INSTITUTE OF EDUCATION AND THE NATIONAL COMMISSION OF SCHOOL FINANCE AND CALLS FOR A STRENGTHENING OF THE CONCEPT OF ACCOUNTABILITY IN OUR EDUCATIONAL SYSTEM.

EJ 021 528 AA 506 599
TEACHING DRAMAS FROM BROADWAY MARSH, JOHN L., *PEABODY J EDUC,* V47 N6, PP342-6, MAY '70
THE PLIGHT OF THE PLAYWRIGHT, TORN BETWEEN HIS DESIRE TO BE FULFILLED AS A WRITER AND HIS NEED TO SUCCEED AT THE BOX OFFICE, IS DESCRIBED. IT IS SPECULATED THAT BROADWAY MAY BE LOSING ITS CLAIM AS THE CENTER OF AMERICAN THEATER. (CK)

EJ 021 621 EM 501 510
COMPUTERS, INSTRUCTION AND THE CURRICULUM JERMAN, MAX, *EDUC TECHNOL,* V10 N5, PP53-56, MAY '70
DISCUSSES DIFFERENT TYPES OF COMPUTER ASSISTED INSTRUCTION PROGRAMS AND THE ROLE OF THESE PROGRAMS IN INDIVIDUALIZING EDUCATION. (AA)

EJ 021 630 SE 501 475
ADVANCES IN COMPUTER-BASED EDUCATION ALPERT, D.; BITZER, D. L., *SCIENCE,* V167 N3925, PP1582-1590, MAR '70
DISCUSSES A NUMBER OF ADVANCES IN THE ECONOMIC IMPLEMENTATION AND EDUCATIONAL CAPABILITY OF COMPUTER-BASED EDUCATIONAL SYSTEMS. PARTICULAR REFERENCE IS MADE TO THE PLATO PROGRAM AT THE UNIVERSITY OF ILLINOIS. THE WIDE VARIETY OF EDUCATIONAL OPPORTUNITIES AND EXPERIENCES MADE POSSIBLE BY COMPUTER-BASED EDUCATIONAL SYSTEMS ARE CONSIDERED. BIBLIOGRAPHY. (LC)

EJ 021 875 VT 501 509
POLITICAL ACTIVITIES OF STATE TEACHERS' ASSOCIATIONS SCHUMANN, HERBERT, *AGR EDUC MAG,* V43 N1, PP14, JUL '70
IN ORDER TO BE POLITICALLY EFFECTIVE, IT IS NECESSARY FOR LOCAL AGRICULTURAL EDUCATION PROGRAMS TO ESTABLISH RELATIONSHIPS WITH LEGISLATORS, PUBLICLY RECOGNIZE THOSE THAT SUPPORT THE PROGRAM, AND HAVE CONTACTS WITH LEGISLATORS DURING LEGISLATIVE SESSIONS. (SB)

EJ 021 907 AA 506 611
INTERSCHOLASTIC ATHLETICS--TAIL THAT WAGS THE DOG? SOLBERG, JAMES R., *J SECONDARY EDUC,* V45 N5, PP238-9, MAY '70
A GREAT DEAL OF MONEY IS BEING SPENT ON HIGH SCHOOL SPORTS AT THE EXPENSE OF MORE WORTHWHILE PROGRAMS. ALTHOUGH ATHLETICS HAVE PLAYED A SIGNIFICANT PART IN THE DEVELOPMENT OF AMERICAN YOUTH, IT IS TIME TO DIVERT SOME OF THE FUNDS SPENT ON THEM INTO PROJECTS FOR UPGRADING CLASSROOM INSTRUCTION. (CK)

EJ 022 063 RE 501 624
HOW GOOD IS RESEARCH IN READING? CLYMER, THEODORE, *INT READING ASSN CONF PROC PT2,* V13, PP1-9, APR '68
PRESENTS A CRITICAL ASSESSMENT OF READING RESEARCH QUALITY THROUGH THE DISCUSSION OF BACKGROUND FACTORS WHICH HAVE HAD MAJOR IMPACT, AND LISTS PROBLEMS CURRENTLY EMPHASIZED OR NEGLECTED IN RESEARCH. INCLUDES A PRO-REACTION AND A CON-REACTION PAPER. BIBLIOGRAPHY. (WB)

EJ 022 084 RE 501 645
A WORKSHOP FOR READING INSTRUCTIONAL LEADERS BYSTEDT, WARREN, *MINN READING QUART,* V14 N4, PP154-56, MAY '70

EJ 022 165 SP 500 270
THE REAL ISSUE BOLES, HAROLD, *CONTEMP EDUC,* V41 N6, PP263-268, MAY '70

EJ 022 186 SO 500 023
EDUCATION, SOCIAL CHANGE, AND CULTURAL PLURALISM BACCHUS, M. K., *SOCIOL EDUC,* V42 N4, PP368-385, FALL '69
"THIS STUDY LOOKS AT CHANGES WHICH TOOK PLACE BETWEEN TWO MAJOR ETHNIC GROUPS IN A PLURAL SOCIETY BY EXAMINING THEIR PATTERNS OF PARTICIPATION IN THE SAME FORMAL EDUCATIONAL INSTITUTIONS IN THAT SOCIETY OVER A PERIOD OF FORTY YEARS." (AUTHOR/SE)

EJ 022 288 EA 500 712
OPEN CAMPUS: ARE STUDENTS READY? *NAT SCH,* V86 N1, PP17-20, 56-58, JUL '70
SCHOOL POLICY THAT MAKES STUDENTS RESPONSIBLE FOR THEMSELVES BETWEEN ACADEMIC CLASSES OFFERS THE CHANCE TO DEVELOP SELF- DISCIPLINE, SELF-RELIANCE, AND MATURE ATTITUDES. (KJ)

EJ 022 294 EA 500 737
SOME NOTES ON HOW EDUCATIONAL PLANNING IN THE UNITED STATES LOOKS AT THE FUTURE. PART TWO ZIEGLER, WARREN L., *NOTES FUTURE EDUC,* V1 N2, PP9-11, JAN-FEB '70
PART II OF AN EXAMINATION OF ASSUMPTIONS BEHIND FUTURE PLANNING FOR EDUCATION. RELATED ARTICLE IS EA 500 732. (KJ)

EJ 022 328 AA 506 748
PRINCIPLES OF NEGLECTED MUSICAL REPERTOIRE LONGYEAR, REY M., *J RES MUSIC EDUC,* V18 N2, PP167-77, SUM '70

EJ 022 372 SE 501 514
TEACHING PHYSICS IN A CITY SCHOOL HETZEL, ROBERT P., *PHYS TEACHER,* V8 N3, PP130-134, MAR '70

EJ 022 521 RE 501 719
MASS COMMUNICATION AMONG THE URBAN POOR GREENBERG, BRADLEY; DERVIN, BRENDA, *PUBLIC OPIN QUART,* V34 N2, PP224-35, SUM '70

EJ 022 572 AA 506 733
A METHOD FOR LONGITUDINAL STUDY OF THE CHILD ANANT, SANTOKH S., *EDUC,* V90 N4, PP319-20, 350, 362, 356, APR-MAY '70

EJ 022 664 EA 500 720
HIGH SCHOOL SEX EDUCATION: TEACHING THE TEACHERS CARRERA, MICHAEL A., *EDUC PROD REP,* V3 N6, PP15-24, MAR '70
DESCRIBES THE DEVELOPMENT AND PRESENT STATE OF TEACHER PREPARATION FOR SEX EDUCATION. INCLUDES LIST OF REFERENCES AND CHART SUMMARIZING RESPONSES OF 50 EXPERTS ON THIS SUBJECT. (LR)

EJ 022 670 EM 501 555
EDUCATIONAL TECHNOLOGY - STRATEGY FOR SUCCESS HOOPER, RICHARD, *EDUC TELEV INT,* V4 N2, PP128-133, JUN '70
AN EXAMINATION OF WHY EDUCATIONAL TECHNOLOGY HAS PROGRESSED SO SLOWLY AND REMAINED "ON THE PERIPHERY OF EDUCATIONAL SYSTEMS." THE ARTICLE ALSO OUTLINES SOME OF THE REQUIREMENTS NECESSARY FOR EDUCATIONAL TECHNOLOGY TO SUCCEED. (AUTHOR/AA)

EJ 022 675 HE 500 978
BUILD SPELLS EXCELLENCE EVERITT, WILLIAM L., *ENG EDUC,* V60 N8, PP840-842, APR '70
COMMISSION OF ENGINEERING EDUCATION'S REPORT ON ITS STUDY TO ORIGINATE AND DEVELOP INNOVATIVE IDEAS FOR ACHIEVING GREATER EXCELLENCE IN ENGINEERING EDUCATION. (EDITOR)

EJ 022 701 RC 500 262
A SUCCESS STORY IN LAY LEADERSHIP COLLEY, ANN, *NORTHIAN,* V7 N1, PP28-9, SPR '70

EJ 022 702 RC 500 271
ISSUES IN INDIAN EDUCATION ROESSEL, ROBERT A., *CONTEMP INDIAN AFF,* V1 N1, PP15-21, SPR '70

EJ 022 703 SE 501 894
WOMEN IN SCIENCE: REMINISCENCES AND REFLECTIONS LONSDALE, KATHLEEN, *IMPACT SCI SOC,* V20 N1, PP45-59, JAN/MAR '70

EJ 022 705 SE 501 973
RESPONSE OF THE OERSTED MEDALIST KEMBLE, EDWIN C., *AMER J PHYS,* V38 N6, PP676-680, JUN '70
SPEECH GIVEN BY PROFESSOR EDWIN C. KEMBLE ON THE OCCASION OF HIS BEING AWARDED THE 1969 OERSTED MEDAL BY THE AMERICAN ASSOCIATION OF PHYSICS TEACHERS. THE THEME WAS THE NEED TO APPLY CRITICAL THINKING HABITS TO THE SOLUTION OF SOCIAL PROBLEMS OF TODAY. (LC)

EJ 022 732 VT 501 613
WHICH AUTOMECHANICS PROGRAM-DAY TRADE OR INDUSTRIAL COOPERATIVE? BARROW, RICHARD W., *IND ARTS VOCAT EDUC,* V59 N5, PP68, 70, MAY/JUN '70
DESCRIBES AND COMPARES THE DAY TRADE AUTOMECHANICS PROGRAM WITH THE INDUSTRIAL COOPERATIVE TRAINING PROGRAM. (GR)

EJ 022 754 EM 501 574
SELECTION OF INSTRUCTIONAL TECHNOLOGISTS: AN APPLICATION OF RESEARCH BY DR. J. P. LYSAUGHT CORBETT, A. J., *NSPI J,* V9 N5, PP5, 9, JUN '70

EJ 022 799 EA 500 676
MECHANICAL SYSTEM FOR HERSHEY MEDICAL CENTER , *AMER SCH UNIV,* V42 N8, PP21-23, APR '70
SEPARATE UNIT DESIGN IS THERMALLY CONTROLLED FROM CENTRAL HEATING-COOLING PLANT TO REALIZE CONSIDERABLE COST SAVINGS. (KJ)

EJ 022 816 AA 506 836
LE PROJECT PERPE: EVALUATION DES COURS PAR LES ETUDIANTS DES CEGEP (PROJECT PERPE: EVALUATION OF COURSES OF STUDY BY STUDENTS OF CEGEP) GAGNE, FRANCOYS, *EDUC CAN,* V10 N2, PP23-8, JUN '70

EJ 022 863 SE 501 930
THE EFFECT ON TEST RESULTS OF CHANGES IN TASK AND RESPONSE FORMAT REQUIRED BY ALTERING THE TEST ADMINISTRATION FROM AN INDIVIDUAL TO A GROUP FORM WALBESSER, HENRY H.; CARTER, HEATHER L., *J RES SCI TEACHING,* V7 N1, PP1-8, '70
GROUP AND INDIVIDUAL FORMS OF A MEASURE WERE DEVELOPED TO ASSESS THE ACQUISITION OF BEHAVIORS DESIRED AS OUTCOMES OF INSTRUCTION IN SCIENCE AT THE ELEMENTARY SCHOOL LEVEL. SIGNIFICANT DIFFERENCES BETWEEN THE SCORES OF INDIVIDUALS ON THE GROUP AND INDIVIDUAL MEASURES WERE OBSERVED. (LC)

EJ 022 864 SE 501 948
A PRACTICAL EXAMINATION FOR BSCS STUDENTS TAMIR, P.; GLASSMAN, F., *J RES TEACHING,* V7 N2, PP107-112, '70

EJ 022 865 SE 502 042
MULTIPLE CHOICE AND ESSAY TEST ITEMS FOR CLASSROOM TESTING THOMSON, PETER, *AUSTRALIAN SCI TEACHERS J,* V16 N1, PP45-50, MAY '70

EJ 022 874 EA 500 600
ZONES AND MARGINS IN THE CLASSROOM. PROJECT FOR A COMPREHENSIVE SCHOOL IN HAMBURG, GERMANY BY BAKEMA PAWLEY, M., *ARCHITECT DESIGN,* V7 N6, PP229, MAY '70
A COMPREHENSIVE SCHOOL DESIGN FEATURES AN INTEGRATED YOUTH CENTER AND NUMEROUS SOCIAL WELFARE FACILITIES INTENDED TO EXTEND THE USE AND INFLUENCE OF THE SCHOOL BEYOND SCHOOL HOURS AND SCHOOL YEARS. (AUTHOR/MF)

EJ 022 911 EA 500 607
PUMP THOSE FEDERAL FUNDS INTO LOCAL SCHOOLS, URGES NSBA , *AMER SCH BOARD J,* V157 N12, PP33-35, JUN '70
COMPLETE TEXT OF 1970 NSBA RESOLUTIONS. (KJ)

EJ 022 914 EM 501 564
DOLLARS FOR EDUCATION IN CATV SCHWARTZ, LOUIS; WOODS, ROBERT A., *EDUC BROADCASTING REV,* V4 N3, PP7-16, JUN '70
"THE AUTHOR FOCUSES ATTENTION UPON THE WAYS WHICH CATV CAN BE A USEFUL FINANCIAL, AS WELL AS PROGRAMMING, RESOURCE IN EDUCATION." (EDITOR)

EJ 022 915 HE 500 985
BUDGET FORMULAS HELP GROWING STATE SYSTEM TELL WHERE IT'S GOING GREENE, CALVIN, *COLL UNIV BUS,* V48 N6, PP58-64, JUN '70
HOW FORMULAS FOR PHYSICAL PLANT MANAGEMENT HAVE HELPED FLORIDA IMPROVE EQUITY AMONG ITS SEVEN STATE INSTITUTIONS. (EDITOR)

EJ 022 916 HE 600 044
NEW FEDERAL SUPPORT TO INSTITUTIONS AND STUDENTS: WHAT EMPHASIS? I YOUNG, H. EDWIN, *LIBERAL EDUC,* V56 N2, PP305-08, MAY '70
AUTHOR LEANS TOWARD INSTITUTIONAL SUPPORT AS THE MAIN METHOD OF APPLYING FEDERAL AID TO THE PROBLEM OF HIGHER EDUCATION FOR ALL CLASSES OF STUDENTS. (IR)

EJ 022 917 HE 600 045
NEW FEDERAL SUPPORT TO INSTITUTIONS AND STUDENTS. WHAT EMPHASIS? II HAVEMAN, ROBERT H., *LIBERAL EDUC,* V56 N2, PP309-16, MAY '70
"A SOUND STRATEGY FOR FEDERAL AID TO HIGHER EDUCATION WOULD BE BASED ON DIRECT STUDENT AID RATHER THAN INSTITUTIONAL AID." (AUTHOR)

EJ 022 919 VT 501 621
TOWARDS AN ECONOMICS OF DISABILITY: THE MAGNITUDE AND STRUCTURE OF TRANSFER AND MEDICAL COSTS BERKOWITZ, MONROE; JOHNSON, WILLIAM G., *J HUM RESOURCES,* V5 N3, PP271-297, SUM '70
THE ESTIMATED 43 BILLION DOLLARS IN TRANSFER PAYMENTS FOR DISABILITY OF THOSE OF LABOR FORCE AGE, MEDICAL COSTS, AND SURVIVOR PAYMENTS DURING 1967 PROVIDE AN ECONOMIC FRAMEWORK FOR DISCUSSING A "WORKMEN'S DISABILITY INCOME SYSTEM." (CH)

EJ 022 925 CG 501 564
BEHAVIORAL TECHNIQUES IN COMMUNITY SERVICE: A PSYCHOBEHAVIORAL PERSPECTIVE WOODY, ROBERT H., *J SCH PSYCHOL,* V8 N2, PP82-87, SPR '70
IT IS ASSERTED THAT SOCIETAL CRISES DEMAND THAT COUNSELORS AND PSYCHOLOGISTS MOVE FROM A "PERSONAL COUNSELOR" ROLE MODEL TO A "COMMUNITY COUNSELOR" ROLE MODEL. PRESENTED AT THEAMERICAN PERSONNEL AND GUIDANCE ASSOCIATION, LAS VEGAS, APRIL 1969. (AUTHOR)

EJ 022 932 EA 500 568
PUPILS GARBER, LEE O.; REUTTER, E. EDMUND, JR., *YEARBOOK SCH LAW,* , PP271-339, '70
RECENT COURT DECISIONS AFFECTING PUBLIC SCHOOL STUDENTS ARE REVIEWED IN THIS CHAPTER. (JH)

EJ 022 935 EA 500 613
OPEN LETTER TO POLICY MAKERS COHEN, ALLAN Y., *COMPACT,* V4 N3, PP16-17, JUN '70
URGES THE SUPPORT OF LEGISLATION ORIENTED TOWARD A PUBLIC HEALTH APPROACH, INVESTMENT IN CREDIBLE EDUCATIONAL EFFORTS, AND PROGRAMS DEVELOPING ALTERNATIVES TO DRUG USE. (KJ)

EJ 022 936 EA 500 614
LEGISLATIVE PROPOSALS ON DRUG ABUSE MILLIKEN, WILLIAM G., *COMPACT,* V4 N3, PP18-19, JUN '70
PROPOSALS INCLUDE CREATION OF AN OFFICE OF DRUG DEPENDENCE AND ABUSE, IMPROVEMENTS ON PROGRAMS FOR DRUG TRAFFIC CONTROL, DRUG ABUSE EDUCATION, AND PROGRAMS FOR TREATMENT AND REHABILITATION.

EJ 023 226 EA 500 650
A REMOTE ACCESS EDITING SYSTEM IN A LIBRARY ENVIRONMENT GREMS, M. D.; MINKEL, V. I., *AEDS J*, V3 N4, PP89-97, JUN '70

DESCRIBES USE OF THE EDITING LANGUAGE, FORMAT COMMANDS, AND EDIT COMMANDS FOR GENERAL ELECTRIC'S REMOTE ACCESS EDITING SYSTEM (RAES) IN LIBRARY APPLICATIONS. (DE)

EJ 023 231 LI 500 796
CHURCH LIBRARIES AND THE LIBRARY PROFESSION WHITE, JOYCE L., *DREXEL LIBR QUART*, V6 N2, PP112-114, APR '70

EJ 023 262 SE 501 869
IMPROVING BIOLOGT COLLECTIONS IN SMALL COLLEGE LIBRARIES KIRK, THOMAS G.; WILCOX, MARGARET S., *BIOSCI*, V20 N11, PP654-655, JUN '70

EJ 023 328 RC 500 232
A STUDY OF RIESMAN'S INNER-OTHER DIRECTEDNESS AMONG FARMERS BARBAN, ARNOLD M.; AND OTHERS, *RURAL SOCIOL*, V35 N2, PP232-43, JUN '70

EJ 023 390 JC 500 188
NOTHING SUCCEEDS LIKE SUCCESS , *OPEN DOOR*, V6 N3, PP14-15, SUM '70

THE VALUE OF TECHNICAL INSTITUTE TRAINING IS DEMONSTRATED THROUGH INFLUENCES IT HAS HAD ON THE CAREERS OF TWO RECENT GRADUATES, ONE AS A TOOLROOM FOREMAN, THE OTHER AS A TOOL AND DIE MAKER. (JO)

EJ 023 392 PS 500 479
COMMUNITY ACTION ON BEHALF OF PREGNANT SCHOOL-AGE GIRLS: EDUCATIONAL POLICIES AND BEYOND MCMURRAY, GEORGIA L., *CHILD WELFARE*, V49 N6, PP342-346, JUN '70

THIS PAPER IS BASED ON A PRESENTATION AT THE CWLA EASTERN REGIONAL CONFERENCE AT BALTIMORE IN 1969 (MG)

EJ 023 627 AA 506 687
THE ROLE OF THE VOLUNTEER TEACHER LAUBACH, FRANK C.; LAUBACH, ROBERT S., *HARVARD EDUC REV*, V40 N2, PP277-9, MAY '70

THE NEED FOR A VOLUNTEER FORCE TO INSTRUCT THE NUMEROUS ILLITERATES IN THIS COUNTRY IS DISCUSSED. IT IS PROPOSED THAT AS MANY LITERATE ADULTS AS POSSIBLE TEACH ILLITERATES ON A ONE-TO-ONE BASIS AND ALSO ASSIST THEM IN FINDING BETTER JOBS. (CK)

EJ 023 673 AC 500 672
CULTIVATING A DELICATE HYBRID CLARKE, RONALD, *ADULT EDUC (LONDON)*, V43 N1, PP31-36, MAY '70

THE NEW INTERMEDIATE CERTIFICATE OF ADULT STUDIES RECENTLY INTRODUCED AT MAKERERE UNIVERSITY IS ANOTHER INDICATION OF THE TREND IN EAST AFRICA AWAY FROM TRADITIONAL EXTRA-MURAL WORK AND TOWARD MEETING THE DEMAND FOR A 'LADDER OF ACHIEVEMENT.' (AUTHOR/NL)

EJ 023 679 SP 500 299
CERTIFICATION BY PERFORMANCE DALY, PATRICK L., *CHANGING EDUC*, V4 N4, PP23-24, SPR '70

EJ 023 766 AA 506 976
THE PRICE OF COMMUNITY CONTROL COHEN, DAVID K., *THEOR PRACT*, V8 N4, PP231-41, OCT '69

DECENTRALIZATION OF SCHOOL SYSTEMS TO ALLOW LOCAL CONTROL OF THE EDUCATIONAL PROCESS WOULD BE COSTLY, ALTHOUGH IT WOULD REDUCE MANY RACIAL TENSIONS. A LESS COSTLY METHOD OF PROVIDING MORE SATISFACTORY EDUCATIONAL PROGRAMS TO LOW ECONOMIC GROUPS WOULD BE TO AID THEM IN EVALUATING THEIR ECONOMIC STATUS. (CK)

EJ 023 771 AA 507 079
RELEVANCY AND SCHOOL BOARD MEMBERS WADSWORTH, HOMER, *COLO J EDUC RES*, V9 N3, PP20-4, SPR '70

MOST CHANGE THAT OCCURS IN EDUCATIONAL CIRCLES IS THE RESULT OF OUTSIDE PRESSURES ON THE ESTABLISHMENT SINCE THOSE IN THE POSITIONS TO MAKE POLICY DECISIONS ARE ALWAYS RELUCTANT TO HAVE INCURSIONS MADE ON THEIR POWER. (CK)

EJ 023 802 UD 500 601
A FEDERATED METROPOLITAN EDUCATIONAL PLAN MILSTEIN, MIKE M.; COLE, LENORA, *EDUC URBAN SOC*, V2 N4, PP420-442, AUG '70

PRESENTS AN APPROACH TO METROPOLITAN-WIDE EDUCATIONAL ORGANIZATION ALTERNATIVE TO THOSE OF CONSOLIDATION OF MULTIPLE SCHOOL DISTRICTS INTO SINGLE COUNTY ADMINISTRATIVE UNITS AND VOLUNTARY INTERDISTRICT COOPERATIVE PROJECTS, IN ORDER TO ACCOMPLISH THE EDNING OF THE INEQUALITIES OF THE PRESENT EDUCATIONAL STRUCTURE. (JM)

EJ 023 831 AA 506 984
OUR ACCOUNTABILITY PROBLEMS CUNNINGHAM, LUVERN L., *THEOR PRACT*, V8 N4, PP285-92, OCT '69

EVALUATION OF SCHOOL ADMINISTRATORS TO DETERMINE WHETHER THEY ARE TRULY PERFORMING THEIR FUNCTIONS ADEQUATELY HAS PRESENTED A PROBLEM OF LONG STANDING SINCE MOST ADMINISTRATORS FIND EXCUSES TO AVOID APPRAISAL OF THEIR PERFORMANCE. (CK)

EJ 023 833 AA 507 035
CHRISTIANS...HAVE A SPECIAL RESPONSIBILITY TO CONCEIVE A NEW CURRICULUM , *MOMENTUM*, V1 N3, PP29-31, AUG '70

EJ 023 922 VT 501 687
INTERNAVEX 70 VERNON, PETER, *EDUC TRAINING*, V12 N7, PP248-49, JUL '70

DISCUSSES THE NEED FOR STANDARDIZATION BY MANUFACTURERS OF AUDIOVISUAL AIDS, ESPECIALLY BECAUSE OF THE VALUE OF THESE AIDS IN STIMULATING THE STUDENT TO LEARN. (BH)

EJ 024 104 AC 500 742
TEACHING MANAGERS TO MANAGE MITCHELL, HOWARD M., *TRAINING DEVELOP J*, V24 N8, PP8-12, AUG 70

HAPHAZARD TRAINING IS REPLACED BY AN ORGANIZED CONCEPTUAL APPROACH TO MANAGMENT DEVELOPMENT, WITH ATTENTION TO MANAGERIAL FUNCTIONS AND ACTIVITIES, APPROPRIATE COURSES, GENERAL READING, AND TRAINING COSTS. (LY)

EJ 024 123 VT 501 697
JOB CORPORATIONS RECOMMENDED FOR TRAINING OF URBAN POOR , *AMER VOCAT J*, V45 N6, PP16, SEP '70

EJ 024 135 AA 507 010
THE VISUAL ARTS IN AMERICAN EDUCATION DOBBS, STEPHEN, *J GEN EDUC*, V22 N2, PP105-21, JUL '70

THE DEVELOPMENT OF A FINE ARTS CURRICULUM IN AMERICAN SCHOOLS, FROM COLONIAL TIMES TO THE PRESENT, IS DISCUSSED. (CK)

EJ 024 150 AA 507 136
WHO NEEDS SCHOOLS? FISCHER, JOHN H., *SATURDAY REV*, V53 N38, PP78-9, 90-1, SEP 19 '70

VARIOUS EDUCATIONAL PROBLEMS ARE DISCUSSED, ONE OF WHICH IS THE PRESSING NEED TO ATTEND TO THE INDIVIDUAL NEEDS OF EACH STUDENT. (CK)

EJ 024 168 AC 500 779
REVOLUTION: PUTTING THE PIECES TOGETHER LUCAS, VANE B., *TRAINING BUS IND*, V7 N9, PP29-33, SEP '70

THE AMERICAN COLLEGE OF LIFE UNDERWRITERS WILL OPEN AN ADULT LEARNING LABORATORY IN BRYN MAWR, PENNSYLVANIA IN 1972, WHICH WILL SERVE AS AN EXPERIMENTAL CONTINUING EDUCATION CENTER FOR INSURANCE PERSONNEL, AND PROVIDE A MEANS OF ASSESSING COST EFFECTIVENESS OF VARIOUS LEARNING SYSTEMS. (MF)

EJ 024 188 EC 006 190
UNFINISHED EDUCATIONAL TASKS (THOUGHTS ON LEAVING GOVERNMENT SERVICE) GALLAGHER, JAMES J., *EXCEPT CHILDREN*, V36 N10, PP709-16, SUM '70

EJ 024 233 EA 500 851
STATUTORY BENEFITS AND TEACHER CONTRACTS LIEBERMAN, MYRON, *SCH MANAGE*, V14 N9, PP28-29, SEP '70

GUIDELINES FOR SCHOOL BOARD NEGOTIATORS CONCERNING INCLUSION OF STATUTORY BENEFITS IN TEACHER CONTRACTS. (LR)

EJ 024 258 EA 500 817
FORTY-TWO BRIGHT THINGS BOARDS WILL BUY THIS YEAR FOR THEIR SCHOOLS , *AMER SCH BOARD J*, V158 N3, PP23-30, SEP '70

TELLS OF SCHOOL BOARD MEMBERS' INCREASING INTEREST IN SCHOOL EXPENDITURES AND DESCRIBES NEW ITEMS OF FURNITURE AND EQUIPMENT AVAILABLE FOR SCHOOLS. (JF)

EJ 024 361 AA 507 021
FEDERAL FUNDS. 1969-70 PROJECTS FOR MEETING CRITICAL SHORTAGES OF CLASSROOM PERSONNEL , *AMER EDUC*, V5 N10, PP26-7, DEC '69

EJ 024 363 AA 507 107
FEDERAL AID TO PRIVATE AND PAROCHIAL SCHOOLS. AN ANALYSIS KILLEEN, GERALD A., *NASSP BULL*, V54 N347, PP88-100, SEP '70

EJ 024 365 AA 507 155
HOW TO BUDGET NEAL, CHARLES V., *TODAYS EDUC*, V59 N6, PP48-9, SEP '70

EJ 024 368 EA 500 704
ANOTHER ASPECT OF THE FINANCIAL CRISIS IN EDUCATION: THE CURRENT PROBLEM OF SUPPORT FOR THE EDUCATION OF CATHOLIC ELEMENTARY AND SECONDARY SCHOOL CHILDREN , *CATH LAWYER*, V16 N1, PP15-32, W '70

EJ 024 369 EA 500 740
PERFORMANCE CONTRACTS CATCH ON--USOE AND OEO FUND MORE THAN 30 NEW PROJECTS SCHWARTZ, RONALD, *NAT SCH*, V86 N2, PP31-33, AUG '70

OUTLINES NEW STATE AND FEDERAL PERFORMANCE CONTRACTS AWARDED TO TEACHERS AND TO PRIVATE COMPANIES BASED ON STUDENT ACHIEVEMENT. (DE)

EJ 024 370 EA 500 778
BOND ISSUES ACROSS THE NATION , *AMER SCH UNIV*, V42 N11, PP38-40, JUL '70

LISTING BY STATES OF RECENT BOND ISSUES SOLD AND THEIR BUYERS AND INTEREST RATES. (RA)

EJ 024 379 LI 500 892
REPORT OF THE PHOTOCOPYING COSTS IN LIBRARIES COMMITTEE SULLIVAN, ROBERT C., *LIBR RESOUR TECH SERV*, V14 N2, PP279-289, SPR '70

THE 109 LIBRARIES RESPONDING TO A QUESTIONNAIRE AIDED THE AMERICAN LIBRARY ASSOCIATION'S COMMITTEE ON PHOTOCOPYING COSTS IN LIBRARIES TO DOCUMENT THE PATTERNS OR VARIANT FACTORS THAT AFFECT PHOTOCOPYING RATES IN U.S. LIBRARIES. (MF)

EJ 024 384 AA 507 157
TURN ON THE OFF YEAR , *TODAYS EDUC*, V59 N6, PP63-5, SEP '70

THE IMPACT OF THE 1970 ELECTIONS ON EDUCATION IS DISCUSSED. (CK)

EJ 024 386 EA 500 705
THE TEXTBOOK CASE DUFFY, PATRICK S., *CATH LAWYER*, V16 N1, PP33-43, W '70

THIS ARTICLE SUMMARIZES THE SUPREME COURT DECISION UPHOLDING A NEW YORK STATE STATUTE THAT REQUIRED LOCAL PUBLIC SCHOOL AUTHORITIES TO LOAN TEXTBOOKS FREE OF CHARGE TO ALL CHILDREN RESIDING IN THE DISTRICT WHO WERE ENROLLED IN PUBLIC OR PRIVATE SCHOOLS. (JH)

EJ 024 389 EA 500 845
CONGRESS AND THE ADMINISTRATION SCRUTINIZE THE RESULTS OF TITLE I BECKLER, JOHN, *SCH MANAGE*, V14 N9, PP6-7, 36, SEP '70

EJ 024 475 RE 501 845
EXTENSION OF SERVICES: SATELLITE SPEECH AND HEARING CENTERS STEPHENS, LOUIS M.; HATHORNE, HOWELL, *HEARING SPEECH NEWS*, V38 N4, PP10-11, JUL-AUG '70

EJ 024 476 RE 501 846
CENTERS AND SERVICES FOR DEAF-BLIND CHILDREN DANTONA, ROBERT, *HEARING SPEECH NEWS*, V38 N4, PP12-13, JUL-AUG '70

EJ 024 488 CG 501 794
THE PROCESS OF COLLABORATION II: IMPLEMENTATION AND ITS DISCONTENTS OR YOU DON'T LEARN THAT IN SCHOOL HERSCH, CHARLES, *COMMUNITY MENT HEALTH J*, V6 N4, PP300-312, AUG '70
THIS ARTICLE REFLECTS THE COGNITIVE AND EMOTIONAL EXPERIENCE OF THE AUTHOR. THE FOCUS WAS ON SECURING FUNDS NEEDED FOR IMPLEMENTATION AND THE VICISSITUDES OF THIS ENDEAVOR IN THE AREAS OF COMMUNITY ORGANIZATION AND POLITICAL ACTION. (AUTHOR/EK)

EJ 024 974 AA 507 013
TARGET FOR THE 70'S: THE RIGHT TO READ , *AMER EDUC*, V5 N10, PP2-4, DEC '69

EJ 025 038 EA 500 747
PPBS AND SEVERAL GOOD REASONS IT SHOULDN'T SCARE YOU OFF BAYNHAM, DORSEY, *AMER SCH BOARD J*, V158 N2, PP27-29, AUG '70
SYSTEMS ANALYSIS IS NOT A PANACEA, BUT CAN BE A USEFUL TOOL IN A MORE RATIONAL ACCOMPLISHMENT OF EDUCATIONAL GOALS. (RA)

EJ 025 068 AA 507 030
THE CATHOLIC SCHOOL SERVES AS A BULWARK OF COMMUNITY , *MOMENTUM*, V1 N3, PP4-8, AUG '70

EJ 025 070 AA 507 038
THE TIME HAS COME...FOR CATHOLICS TO STOP APOLOGIZING FOR THEIR SCHOOLS , *MOMENTUM*, V1 N3, PP34-8, AUG '70

EJ 025 086 AA 507 034
THEOLOGIANS ARE NO LONGER CALLING EACH OTHER TO TASK , *MOMENTUM*, V1 N3, PP25-8, AUG '70
TRENDS WITHIN THE CATHOLIC EDUCATIONAL SYSTEM ARE DISCUSSED. (CK)

EJ 025 115 AA 506 979
CITIZEN PARTICIPATION IN SCHOOL AFFAIRS IN TWO SOUTHERN CITIES ROADEN, ARLISS L., *THEOR PRACT*, V8 N4, PP255-60, OCT '69
SCHOOL REORGANIZATION ALONG LINES THAT WILL SATISFY LOCAL CITIZENS MUST BE THE RESULT OF DEDICATED AND CONSTANT EFFORTS ON THE PARTS OF ALL THOSE WHO WISH TO BRING ABOUT IMPROVED SCHOOLS. (CK)

EJ 025 163 UD 500 604
THE ECONOMICS OF EDUCATION PREECE, P. F. W., *SCI SOC*, V39 N3, PP303-318, F '70

EJ 025 273 AA 507 285
A ROUTE TO USING RESOURCES MORE EFFECTIVELY KEYES, ROBERT W., *EDUC CAN*, V10 N3, PP38-41, SEP '70

EJ 025 435 SE 502 265
FEDERAL PROGRAMS FOR THE IMPROVEMENT OF SCHOOL SCIENCE AND MATHEMATICS FONTAINE, THOMAS D., *SCI EDUC*, V54 N3, PP209-211, JUL/SEP '70

EJ 025 506 EA 500 787
EDUCATIONAL GOVERNANCE AND POLICY MAKING IN LARGE CITIES. (PART OF A SYMPOSIUM: EDUCATION AND PUBLIC SOCIETY) CUNNINGHAM, LUVERN L., *PUBLIC ADMIN REV*, V30 N4, PP333-39, JUL-AUG '70

EJ 025 647 AA 507 174
A SCHOOL BUDGET CAMPAIGN PRIMER , *NJEA REV*, V43 N5, PP20-3, JAN '70

EJ 025 651 AA 507 284
EDUCATIONAL FINANCE: SOME PROBLEMS IN THE 1970'S ATHERTON, PETER, *EDUC CAN*, V10 N3, PP32-7, SEP '70

EJ 025 652 AA 507 355
WHEN YOU MUST BORROW MONEY MARGOLIUS, SIDNEY, *TODAYS EDUC*, V59 N7, PP68-70, OCT '70

EJ 025 654 EA 500 793
THE FINANCING OF ELEMENTARY AND SECONDARY EDUCATION. (PART OF A SYMPOSIUM: EDUCATION AND PUBLIC POLICY) JAMES, H. THOMAS, *PUBLIC ADMIN REV*, V30 N4, PP371-375, JUL-AUG '70

EJ 025 655 EA 500 815
TWO-THIRDS MAJORITY VOTE RULE KO'D IN CALIFORNIA GARBER, LEE O., *NAT SCH*, V86 N3, PP89, 92, SEP '70
THE CALIFORNIA SUPREME COURT RULE ON JUNE 30TH THAT LOCAL BOND ISSUES REQUIRING TWO-THIRDS VOTER APPROVAL FOR PASSAGE VIOLATED THE EQUAL PROTECTION CLAUSE OF THE FOURTEENTH AMENDMENT. (WESTBROOK V. MIHALY). (MF)

EJ 025 664 EA 500 789
FEDERAL INFLUENCES ON EDUCATIONAL POLICY. (PART OF A SYMPOSIUM: EDUCATION AND PUBLIC POLICY) CAMPBELL, ROALD F., *PUBLIC ADMIN REV*, V30 N4, PP346-352, JUL-AUG '70

EJ 025 673 UD 500 625
CONGRESS AND FEDERAL SCHOOL RACIAL POLICY: THIS MONTH'S FEATURE , *CONGRESSIONAL DIGEST*, V49 N4, PP99-107,128, APR '70
COMPRISED OF AN EXPLANATORY FOREWORD, EXPRESSIONS OF PRESENT FEDERAL POLICY, RACIAL DISTRIBUTION IN PUBLIC SCHOOLS, ALTERNATIVE SCHOOL POLICY PROPOSALS, AND ACTION TO DATE IN THE 91ST CONGRESS. (JM)

EJ 025 726 EA 500 865
NOT ALL GOVERNMENTS SUPPORT SCHOOL LUNCH , *SCH LUNCH J*, V24 N8, PP58-60, SEP '70
PRIVATE ORGANIZATIONS HELP RAISE MONEY FOR SCHOOL FEEDING PROGRAMS NOT SUPPORTED BY THE SOUTH AFRICA GOVERNMENT. (RA)

EJ 026 001 LI 500 931
THE LONG-TERM EFFECTS OF APPROVAL PLANS WILDEN-HART, MARION, *LIBR RESOUR TECH SERV*, V14 N3, PP400-406, SUM '70
USING APPROVAL PLANS, PROFESSIONAL SELECTION CAN START WHERE THE WORK OF THE JOBBER LEAVES OFF. LIBRARIANS SHOULD EVALUATE SERVICE RECEIVED AND THE LONG-TERMS EFFECTS ON COLLECTION DEVELOPMENT. (AUTHOR/NH)

EJ 026 016 AA 507 318
EDUCATION IN THE UNITED STATES GRANT, W. VANCE, *AMER EDUC*, V6 N8, PP13-5, OCT '70

EJ 026 137 VT 501 778
THE BUDGET: A PLAN OF ACTION FOR THE BUSINESS DEPARTMENT MARTIN, THOMAS B., *BUS EDUC FORUM*, V25 N1, PP5-6, OCT '70

EJ 026 205 UD 500 612
DISCRIMINATION AND INCOME DIFFERENTIALS GWARTNEY, JAMES D., *AMERICAN ECONOMIC REVIEW*, V60 N3, PP396-408, JUN '70

EJ 026 210 RE 501 860
THE TARGETED RESEARCH AND DEVELOPMENT PROGRAM ON READING: A REPORT ON THE APPLICATION OF THE CONVERGENCE TECHNIQUE GEPHART, WILLIAM J., *READING RES QUART*, V5 N4, PP505-23, SUM '70

EJ 026 254 AA 507 327
CAN THE PUBLIC SCHOOL SURVIVE ANOTHER 10 YEARS? GRAHAM, GRACE, *EDUC DIG*, V36 N2, PP1-3, OCT '70

EJ 026 261 AA 507 310
POLITICS: A VITAL FORCE IN EDUCATION KARNS, EDWARD A., *EDUC LEADERSHIP*, V28 N1, PP38-9, OCT '70

EJ 026 281 AA 507 309
POLITICAL POWER AND THE SCHOOLS--AT THE STATE LEVEL KUBIAK, DAN, *EDUC LEADERSHIP*, V28 N1, PP36-7, OCT '70

EJ 026 622 AA 507 507
EDUCATION IN THE CHANGING SOUTH HOLTON, SAMUEL M., *HIGH SCH J*, V54 N1, PP41-54, OCT '70
MUCH EFFORT IS NEEDED TO BRING ABOUT THE NECESSARY UPGRADING IN ACADEMIC STANDARDS IN SOUTHERN SCHOOLS. (CK)

EJ 026 654 AA 507 400
THE FALSE IDEOLOGY OF SCHOOLING ILLICH, IVAN, *SATURDAY REV*, V53 N42, PP56-8,68, OCT 17 '70
ANY ATTEMPT TO IMPROVE THE QUANTITY OF EDUCATION WITHIN A GIVEN COUNTRY WILL ALWAYS RESULT IN LEAVING A GREATER MASS OF PEOPLE UNDEREDUCATED ACCORDING TO THE STANDARDS OF THAT COUNTRY. (CK)

EJ 026 688 AA 507 642
THE DIMENSIONS OF COMPARISON, AND OF COMPARATIVE EDUCATION EDWARDS, REGINALD, *COMP EDUC REV*, V14 N3, PP239-54, OCT '70

EJ 026 770 EA 500 889
GETTING PUBLIC SUPPORT FOR BOND ISSUES AND BUDGETS HARRISON, CHARLES H., *NAT SCH*, V86 N4, PP91-92, OCT '70
CALLS FOR AN HONEST ACCOUNTING OF PROGRAM AND STAFF PERFORMANCE, EASING OF FRICTIONS BETWEEN AGE GROUPS, AND PAYING MORE ATTENTION TO THE GROWING POPULATION OF SENIOR CITIZENS, IN THE INTEREST OF BETTER RELATIONS BETWEEN SCHOOL AND COMMUNITY. (JF)

EJ 026 793 EA 500 901
THE PUBLIC'S ATTITUDE TOWARD THE PUBLIC SCHOOLS. SECOND ANNUAL SURVEY GALLUP, GEORGE, *PHI DELTA KAPPAN*, V52 N2, PP97-112, OCT '70
A NATIONAL SURVEY MEASURES AND REPORTS THE ATTITUDES OF THE PUBLIC TOWARD THE PUBLIC SCHOOLS IN 1970. (AUTHOR)

EJ 026 843 AA 507 546
THE BRITISH SOLUTION TO PUBLIC FUNDS FOR CHURCH RELATED SCHOOLS MCLAUGHLIN, RAYMOND, *MOMENTUM*, V1 N4, PP41-6, OCT '70

EJ 026 845 EA 500 912
BOARDMEN CAN'T THINK OF ONE GOOD THING TO SAY ABOUT VOUCHER PLANS , *AMER SCH BOARD J*, V158 N4, PP33-37, OCT '70
CONTAINS COMMENTS BY EIGHT RANDOMLY SELECTED BOARDMEN WHO INDICATED THAT THEIR PRIMARY FEARS CONCERNING THE VOUCHER PLAN IS THAT IT WILL SHIFT SUPPORT, MAINLY FINANCIAL SUPPORT, FROM THE PUBLIC SCHOOLS TO PRIVATE AND RELIGIOUS SCHOOLS, RESULTING IN THE WEAKENING OF, IF NOT THE RUINATION OF, PUBLIC EDUCATION. (JF)

EJ 026 846 EA 500 916
THE COST OF AUDIO-VISUAL INSTRUCTION, 1970-71 , *SCH MANAGE*, V14 N10, PP25-29, OCT '70
A SURVEY OF RECENT SCHOOL AUDIOVISUAL EXPENDITURES SHOWS A SUBSTANTIAL RATE OF ANNUAL INCREASE. (LR)

EJ 026 847 EA 500 929
THE NEW DELUDER ACT: A TITLE I PRIMER YUDOF, MARK G., *INEQUALITY EDUC*, N2, PP1-2, 5-8, DEC '69
EVIDENCE SUGGESTS THAT THERE IS WIDESPREAD FAILURE ON THE PART OF THE STATES TO COMPLY WITH ADMINISTRATIVE CRITERIA OF TITLE I FUNDS. (AUTHOR)

EJ 026 848 EA 500 932
RECREATING THE FAMILY'S ROLE IN EDUCATION COONS, JOHN E., *INEQUALITY EDUC*, N3,4, PP3,4, MAR '70
DESCRIBES THE "FAMILY POWER EQUALIZING" PLAN WHICH WOULD PERMIT A RETURN TO THE FAMILY AS THE PRIMARY LOCUS OF DECISION WITHIN A PUBLICLY FINANCED SYSTEM OF EDUCATION. (AUTHOR/LR)

EJ 026 854 RC 500 322
FEDERAL REVENUE SHARING WITH STATE AND LOCAL GOVERNMENTS WEIDENBAUM, MURRAY L., *APPALACHIA*, V4 N1, PP17-18, SEP '70

EJ 026 862 EA 500 928

SCHOOL FINANCING AND THE FOURTEENTH AMENDMENT BENSFIELD, JAMES A., *INEQUALITY EDUC*, N1, PP1-6, OCT '70

A REVIEW OF LAWSUITS ARGUING THAT THE DISPARITY IN ASSESSED VALUATION OF PROPERTY BETWEEN SCHOOL DISTRICTS RESULTS IN LOWER PER PUPIL FUNDS IN POOR SCHOOL DISTRICTS THUS VIOLATING THE EQUAL PROTECTION CLAUSE OF THE 14TH AMENDMENT. THE REPORT ALSO CONSIDERS OBJECTIONS TO AND CRITICISMS OF THE PREMISES OF THESE LAW SUIT. (JF)

EJ 026 863 EA 500 930

A RIGHT TO AN EDUCATION?: THE LAW PARMENTER, TOM, *INEQUALITY EDUC*, N2, PP4, 16-18, DEC '69

ARGUES THAT WHERE FUNDAMENTAL RIGHTS ARE JEOPARDIZED, THE SUPREME COURT IS REQUIRING NOT EQUAL PROTECTION BUT MINIMUM PROTECTION. (AUTHOR)

EJ 026 864 EA 500 935

LITIGATION AND THE QUEST FOR EQUAL EDUCATIONAL OPPORTUNITY BUSHNELL, GEORGE E., JR.; AND OTHERS, *INEQUALITY EDUC*, N3,4, PP15-16, 27-29, MAR '70

THE ROLE OF LITIGATION IN EQUAL EDUCATION EFFORTS IS DISCUSSED, WITH MAIN EMPHASIS ON THE RECENT DETROIT BOARD OF EDUCATION VS MICHIGAN CASE. (LR)

EJ 026 865 UD 500 637

THE ROLE OF THE STATES AND THE FEDERAL GOVERNMENT IN METROPOLITAN EDUCATIONAL ORGANIZATION MILSTEIN, MIKE M., *URBAN EDUC*, V5 N2, PP179-98, JUL '70

EJ 026 866 UD 500 642

EQUAL EDUCATION AND THE LAW SHANKS, HERSHEL, *AMERICAN SCHOLAR*, V39 N2, PP255-269, SPR '70

A NUMBER OF COURT CASES ARE CITED WHICH TRACE THE DEVELOPMENT OF VARIOUS DEFINITIONS AND INTERPRETATIONS OF THE EQUAL PROTECTION CLAUSE OF THE FOURTEENTH AMENDMENT TO THE CONSTITUTION AS WOULD BE APPLICABLE TO "INADEQUATE" SCHOOLS. (DM)

EJ 027 017 EA 500 890

COMPUTER TIME-SHARING FEASIBLE FOR CLASSWORK WINKLER, CLIFFORD E., *NAT SCH*, V86 N4, PP94-96, OCT '70

RECOMMENDS COOPERATIVE PURCHASING AND THE USE OF MARK SENSE CARD READERS TO ENABLE SCHOOLS TO AFFORD THE BEST COMPUTERS AVAILABLE FOR USE IN CLASSROOM WORK. (JF)

EJ 027 450 AA 507 386

THE AHFACHKEE DAY SCHOOL KERSEY, HARRY A., JR., *REC*, V72 N1, PP93-103, SEP '70

EDUCATION ON AN INDIAN RESERVATION IS DISCUSSED. (CK)

EJ 027 489 SP 500 383

ECONOMIC EDUCATION: THE STEPCHILD TOO IS FATHER OF THE MAN BOULDING, KENNETH E., *J ECON EDUC*, V1 N1, PP7-11, F '69

HOW MAY A JOURNAL OF ECONOMIC EDUCATION HELP TO REALIZE ECONOMICS IN THE TRANSMISSION OF KNOWLEDGE AND THE SPREAD OF MORE ACCURATE IMAGES OF THE SOCIAL SYSTEM WITHOUT WHICH DEMOCRACY IS LIKELY TO FAIL? (EDITOR)

EJ 027 634 EM 501 118

PLANNING THE USE OF AN INSTRUCTIONAL SATELLITE JAMISON, DEAN, *EDUCATIONAL BROADCASTING REVIEW*, V4 N5, PP41-53, OCT '70

EJ 027 646 SP 500 527

THE PROMISE OF INTERMEDIATE UNIT SCHOOL DISTRICTS FOR NORTH DAKOTA CUSHMAN, M. L.; WANGBERG, LOUIS M., *COLLEGE OF EDUCATION RECORD (UNIVERSITY OF NORTH DAKOTA)*, V55 N9, PP194-203, JUN '70

EJ 027 655 AA 507 568

STUDENT CENTER FOR THE LIVING ARTS YORK, SYLVIA EVELYN, *TODAYS EDUCATION*, V59 N8, PP30-2, NOV '70

THE SUCCESS OF A PROJECT OT HELP STUDENTS PARTICIPATE IN THE PERFORMING ARTS IS HERALDED. (CK)

EJ 027 754 EM 501 119

AUDIOVISUALS: A STATUS REPORT GRONAU, GERALD, *EDUCATIONAL/INSTRUCTIONAL BROADCASTING*, V3 N9, PP14-16, SEP '70

"PRESENTS OVERVIEW OF THE AV INDUSTRY, INCLUDING SCHOOL USE AND INDUSTRY AND GOVERNMENT APPLICATIONS." (EDITOR)

EJ 027 798 SP 500 566

TEACHING MACHINES: A LONG WAY TO GO KEPPEL, FRANCIS, *INSTRUCTIONAL DEVELOPMENT*, V1 N8, PP3, MAY '70

EJ 027 985 EA 500 978

MAKING THE SCHOOL SYSTEM ACCOUNTABLE. ACCOUNTABILITY '70: EDUCATION COMMISSION OF THE STATES ANNUAL MEETING (4TH, DENVER, COLORADO, JULY 8-10, 1970.) FIRST GENERAL SESSION MILLIKEN, WILLIAM G., *COMPACT*, V4 N5, PP17-18, OCT '70

A PLAN FOR EDUCATIONAL REFORM IN MICHIGAN TO INCREASE ACCOUNTABILITY. (RA)

EJ 028 074 EA 500 984

PROBLEMS AND PRIORITIES IN THE 1970S. ACCOUNTABILITY '70: EDUCATION COMMISSION OF THE STATES ANNUAL MEETING (4TH, DENVER, COLORADO, JULY 8-10, 1970.) THIRD GENERAL SESSION GREEN, EDITH, *COMPACT*, V4 N5, PP65-67, OCT '70

EJ 028 161 UD 500 700

APPROACHES TO BLACK EDUCATION DAVIS, CHESTER, *INTEGRATED EDUCATION*, V8 N6, PP45-50, NOV-DEC '70

REVISED VERSION OF A SPEECH MADE AT THE CONSULTATION FOR EDUCATIONAL JUSTICE IN NEW YORK CITY. PROPOSES THAT THE ISSUE IN BLACK EDUCATION IS CONTROL OF THE EDUCATIONAL PROCESS, AND THAT THE QUALITY OF EDUCATION IS DETERMINED BY WHO RUNS THE SCHOOLS--IDEALLY, THE BLACK COMMUNITIES THEMSELVES. (JM)

EJ 028 232 EA 500 979

ACCOUNTABILITY IN ELEMENTARY AND SECONDARY EDUCATION. ACCOUNTABILITY '70: EDUCATION COMMISSION OF THE STATES ANNUAL MEETING (4TH, DENVER, COLORADO, JULY 8-10, 1970.) FIRST GENERAL SESSION PETERSON, RUSSELL W.; AND OTHERS, *COMPACT*, V4 N5, PP19-23, OCT '70

EJ 028 244 VT 501 900

VOCATIONAL EDUCATION FOR THE DISADVANTAGED: SEVEN YEARS LATER NICHOLS, CHARLES F., *AMERICAN VOCATIONAL JOURNAL*, V45 N8, PP21-23, NOV '70

SUGGESTS A NUMBER OF REASONS FOR FAILURE OF VOCATIONAL-TECHNICAL EDUCATION TO MEET THE NEEDS OF THE DISADVANTAGED. MUST ESTABLISH PRIORITIES TO CHANGE THIS SITUATION. (SB)

EJ 028 256 AC 500 878

THE ECONOMICS OF TRAINING AND DEVELOPMENT FURST, HANS, *TRAINING AND DEVELOPMENT JOURNAL*, V24 N10, PP30-33, OCT '70

EJ 028 258 EM 501 722

REFORMING URBAN EDUCATION WITH COST-EFFECTIVENESS ANALYSIS ABT, CLARK C., *EDUCATIONAL TECHNOLOGY*, V10 N9, PP36-38, SEP '70

EJ 028 259 EM 501 733

COST-EFFECTIVENESS ANALYSIS FOR EDUCATIONAL PLANNING CARPENTER, MARGARET B.; HAGGART, SUE A., *EDUCATIONAL TECHNOLOGY*, V10 N10, PP26-30, OCT '70

A BRIEF DISCUSSION OF THE TENDENCY TO MISUSE THE TECHNIQUE OF COST-EFFECTIVENESS ANALYSIS BECAUSE IT "GIVES SUPERFICIALLY SIMPLE, QUANTITATIVE ANSWERS TO HIGHLY COMPLEX PROBLEMS WHOSE SOURCES AND REPERCUSSIONS ARE VERY POORLY UNDERSTOOD." (AUTHOR/AA)

EJ 028 316 AA 507 606

THE DEPTH OF THE MATTER JENSEN, GRANT W., *JOURNAL OF SECONDARY EDUCATION*, V45 N6, PP275-80, OCT '70

THE NEED FOR FEDERAL AID TO EDUCATION IS EMPHASIZED. (CK)

EJ 028 317 AA 507 635

ORCHESTRAS WILL EDUCATE WITH GOVERNMENT FUNDS , *MUSIC EDUCATORS JOURNAL*, V57 N3, PP69-72, NOV '70

EJ 028 319 EA 500 959

INDIRECT COSTS OF FEDERALLY FINANCED PROJECTS SIMMONS, WILLIAM, *AMERICAN SCHOOL AND UNIVERSITY*, V43 N2, PP26-28, OCT '70

DESCRIBES HOW INDIRECT COSTS, WHICH HAVE BEEN INCURRED BY A SCHOOL DISTRICT OR AN EDUCATIONAL AGENCY TO SUPPORT FEDERALLY FINANCED PROJECTS, MAY BE REIMBURSED IN ACCORDANCE WITH 1969 AMENDMENTS TO THE ESEA. (JF)

EJ 028 320 EA 500 982

FULL STATE FUNDING. ACCOUNTABILITY '70: EDUCATION COMMISSION OF THE STATES ANNUAL MEETING (4TH, DENVER, COLORADO, JULY 8-10, 1970.) THIRD GENERAL SESSION BAGGETT, BRYCE; HARRIS, LAURENCE, *COMPACT*, V4 N5, PP58-61, OCT '70

PROBLEMS AND PROSPECTS OF FULL FUNDING FOR EDUCATION BY THE STATES. (RA)

EJ 028 325 EM 501 772

THE ADOPTION RATE OF TITLE III INNOVATIONS AFTER THE END OF FEDERAL FUNDING HEARN, NORMAN E., *EDUCATIONAL TECHNOLOGY*, V10 N11, PP43-45, NOV '70

EJ 028 329 AA 507 636

HIGH SPOTS IN STATE SCHOOL LEGISLATION, JANUARY 1-AUGUST 31, 1970 , *NEA RESEARCH REPORT*, N10, PP1-87, '70

EJ 028 346 LI 500 992

SCHOOL LIBRARY LEGISLATION AT THE FEDERAL LEVEL SUTHERLAND, LOUISE, *LIBRARY TRENDS*, V19 N2, PP192-199, OCT '70

TITLE II OF THE ELEMENTARY AND SECONDARY EDUCATION ACT (ESEA) HAS SPOTLIGHTED THE NATIONWIDE NEEDS AND INEQUITIES IN SCHOOL LIBRARY PROGRAMS AND EMPHASIZED THE NEED FOR LIBRARY PERSONNEL. IT IS RESPONSIBLE FOR THE ADDITION OF MEDIA AND LIBRARY COURSES IN MANY TEACHER TRAINING INSTITUTIONS. (NH)

EJ 028 397 CG 502 204

HEALTH SERVICES UNDER THE ELEMENTARY AND SECONDARY EDUCATION ACT EISNER, VICTOR, *JOURNAL OF SCHOOL HEALTH*, V40 N9, PP464-466, NOV '70

THIS PAPER DESCRIBES A POTENTIAL SUPPLEMENT TO NEW OR EXISTING COMMUNITY HEALTH PROGRAMS. TITLE I OF PUBLIC LAW 89 750, THE ELEMENTARY AND SECONDARY EDUCATION ACT, PROVIDES INNOVATIVE AND REMEDIAL EDUCATIONAL PROGRAMS FOR CHILDREN IN POVERTY AREAS. IT ENCOURAGES THE INCULSION OF HEALTH COMPONENTS WHICH CAN READILY BE INCORPORATED INTO COMMUNITY HEALTH PLANNING. (AUTHOR)

EJ 028 402 EA 500 941

MUSKIE JOINS WITH ASFSA IN COMMITMENT TO FEED HUNGRY CHILDREN , *SCHOOL LUNCH JOURNAL*, V25 N9, PP24-34, OCT '70

EJ 028 403 EA 500 942

CHILD NUTRITION: AN IDEA WHOSE TIME IS HERE LYNG, RICHARD E., *SCHOOL LUNCH JOURNAL*, V25 N9, PP40-45, OCT '70

OUTLINES THE INCOME POVERTY GUIDELINES THAT SCHOOLS WILL BE REQUIRED TO USE STARTING JANURARY 1, AND SPELLS OUT THE PRESENT ADMINISTRATION'S VIEW OF CHILD FEEDING GOALS AND ACCOMPLISHMENTS DURING THE PAST YEAR. (AUTHOR)

EJ 028 404 EA 500 943

POVERTY GUIDELINES ANNOUNCED , *SCHOOL LUNCH JOURNAL*, V25 N9, PP49, OCT '70

EJ 028 410 EA 501 020

EASING THE SMOKING DILEMMA FOR SECONDARY SCHOOLS (OR) "I'LL TAKE THE 4 HOURS AFTER SCHOOL" WINSTON, SHELDON, *PHI DELTA KAPPAN*, V52 N3, PP181-182, NOV '70

INSTEAD OF SUSPENDING STUDENTS FOR SMOKING, THIS SCHOOL DISTRICT SENDS THEM TO SMOKING SEMINARS, AND SAVES MONEY IN THE PROCESS. (RA)

EJ 028 486 EM 501 725
ESTIMATED COSTS OF COMPUTER ASSISTED INSTRUCTION FOR COMPENSATORY EDUCATION IN URBAN AREAS JAMISON, D.; SUPPES, P., *EDUCATIONAL TECHNOLOGY,* V10 N9, PP49-57, SEP '70

EJ 028 685 LI 501 038
STANDARDIZED COSTS FOR AUTOMATED LIBRARY SYSTEMS JACOB, MARY ELLEN L., *JOURNAL OF LIBRARY AUTOMATION,* V3 N3, PP207-217, SEP '70

EJ 029 016 SE 502 413
SCIENCE'S CONTINUING ROLE HANDLER, PHILIP, *BIOSCIENCE,* V20 N20, PP1101-1106, OCT '70

EJ 029 026 AA 507 780
AMERICAN PUBLIC SCHOOLS: PANACEA AND TARGET JACOBS, RUTH HARRIET, *EDUCATION,* V91 N2, PP103-6, NOV-DEC '70
THE PROBLEMS AND ACCOMPLISHMENTS OF TODAY'S SCHOOLS ARE DISCUSSED. (CK)

EJ 029 034 UD 500 699
ALTERNATIVE SYSTEMS OF EDUCATION WRAY, JESSIE E., *INTEGRATED EDUCATION,* V8 N6, PP39-43, NOV-DEC '70
SPEECH GIVEN AT THE CONSULTATION FOR EDUCATIONAL JUSTICE IN NEW YORK CITY BY THE COORDINATOR OF MILWAUKEE'S FEDERATION OF INDEPENDENT COMMUNITY SCHOOLS. DISCUSSES THE COMMUNITY SCHOOLS OF MILWAUKEE AND, IN PARTICULAR, THEIR FINANCING PROBLEMS. (JM)

EJ 029 037 AA 507 731
AN ECONOMIST'S APPROACH TO EDUCATION BOWMAN, MARY JEAN, *INTERNATIONAL REVIEW OF EDUCATION,* V16 N2, PP160-78, '70

EJ 029 040 EA 500 970
GIVING PARENTS MONEY FOR SCHOOLING: EDUCATION VOUCHERS JENCKS, CHRISTOPHER, *PHI DELTA KAPPAN,* V52 N1, PP49-52, SEP '70
THIS ARTICLE DESCRIBES A PROCEDURE FOR IMPLEMENTING AN EDUCATION VOUCHER SYSTEM, AND ANSWERS COMMON OBJECTIONS TO SUCH A SYSTEM. (JH)

EJ 029 041 EA 500 971
THE UNKNOWN GOOD: EDUCATION VOUCHERS HAVIGHURST, ROBERT J., *PHI DELTA KAPPAN,* V52 N1, PP52-53, SEP '70
SUGGESTS THAT PROPOSED EDUCATION VOUCHER SYSTEMS MAY NOT SERVE AS A PANACEA FOR THE NATION'S EDUCATIONAL ILLS. (JH)

EJ 029 160 EA 500 993
AN INTEGRATIVE MODEL FOR THE IMPROVEMENT OF EDUCATION KAUFMAN, ROGER A., *PLANNING AND CHANGING,* V1 N3, PP123-130, OCT '70
PRESENTS A POSSIBLE PROCESS MODEL FOR EDUCATION BASED ON A PROBLEM SOLVING REFERENT, AND SUGGESTS SOME ALTERNATIVES FOR IDENTIFYING AND POSSIBLY INTEGRATING CURRENT THRUSTS TOWARD THE SYSTEMATIC AND VALID IMPROVEMENT OF EDUCATION. (JF)

EJ 029 231 AA 507 975
PPBS IN A SMALL HIGH SCHOOL--IT CAN BE DONE CARTER, VERNON, *JOURNAL OF SECONDARY EDUCATION,* V45 N7, PP313-9, NOV '70

EJ 029 243 EA 501 078
SURVEY EVALUATION OF PURCHASING PROCEDURES PASNIK, MARION, *SCHOOL MANAGEMENT,* V14 N12, PP20-21, 35, DEC '70
RECOMMENDATIONS ARE MADE TO IMPROVE SCHOOL DISTRICT BUYING METHODS. (AUTHOR/MF)

EJ 029 244 EA 501 080
SAVING MONEY THROUGH BETTER BUSINESS PRACTICES HARTMAN, ALLAN S., *SCHOOL MANAGEMENT,* V14 N12, PP25-6, DEC '70
A COMMITTEE OF BUSINESSMEN REPORT ON THE MANAGEMENT PRACTICES OF SCHOOLS IN MASSACHUSETTS. (AUTHOR/MF)

EJ 029 259 UD 500 669
DECENTRALIZING AN URBAN SCHOOL DISTRICT KOLODNY, JULES, *NEW YORK UNIVERSITY EDUCATION QUARTERLY,* V1 N1, PP17-21, W '70

EJ 029 412 EA 501 033
CONTROL SYSTEMS FOR INFORMATION SYSTEMS DEVELOPMENT PROJECTS (PART I) DICKSON, GARY W., *AEDS JOURNAL,* V4 N1, PP29-34, SEP '70
DISCUSSES CONTROL OF MANAGEMENT INFORMATION SYSTEMS AND FINDS A SIMILARITY IN MANAGEMENT OF RESEARCH AND DEVELOPMENT ACTIVITY. PART II WILL APPEAR IN AEDS JOURNAL, VOLUME 4, NUMBER 2, DECEMBER 1970. (JF)

EJ 029 534 RC 500 399
TRAINING CENTRAL APPALACHIANS FOR SKILLED JOBS , *APPALACHIA,* V4 N3, PP1-4, NOV-DEC '70

EJ 029 547 AA 507 885
WHITHER INDIAN EDUCATION? A CONVERSATION WITH PHILLEO NASH ALLEN, RAY A., *SCHOOL REVIEW,* V79 N1, PP99-108, NOV '70

EJ 029 553 AA 507 931
EDUCATION VOUCHERS JANSSEN, PETER A., *AMERICAN EDUCATION,* V6 N10, PP9-11, DEC '70

EJ 029 566 AA 507 974
EDUCATIONAL GOALS AND PROGRAM PLANNING BUDGETING SYSTEM (PPBS) LIVINGSTON, JAMES A., *JOURNAL OF SECONDARY EDUCATION,* V45 N7, PP305-12, NOV '70

EJ 029 599 CG 502 291
THE BASIC, LONG TERM MULTIFOLD TREND IN EDUCATION MARIEN, MICHAEL, *FUTURIST,* V4 N5, PP220-223, DEC '70
IN THE COMING DECADES, SCHOOLS WILL CHANGE FROM CLOSED TEACHING SYSTEMS TO OPEN LEARNING SYSTEMS. COMPULSORY ATTENDANCE, GRADES, AND DEGREES WILL TEND TO DISAPPEAR. LEARNING WILL BE MORE FUTURE ORIENTED, LESS RETROSPECTIVE. SURVIVAL IN A CHANGING WORLD WILL MEAN THAT MAN MUST LEARN, UNLEARN, AND LEARN AGAIN. (AUTHOR)

EJ 029 674 UD 500 759
EDUCATIONAL AGENDA FOR THE 1970S AND BEYOND: PUBLIC SCHOOLS OF CHOICE FANTINI, MARIO D., *SOCIAL POLICY,* V1 N4, PP24-31, NOV-DEC '70

EJ 029 721 EA 501 079
HOW TO SELECT THE RIGHT ENERGY SOURCES GRUMMAN, DAVID L., *SCHOOL MANAGEMENT,* V14 N12, PP22,23,35, DEC '70
A COMPARISON OF VARIOUS ENVIRONMENTAL CONTROL SYSTEMS BASED ON COST, RELIABILITY AND EASE OF OPERATION. (AUTHOR/MF)

EJ 029 757 EA 501 052
TOWARD OBJECTIVE CRITERIA OF PROFESSIONAL ACCOUNTABILITY IN THE SCHOOLS OF NEW YORK CITY DYER, HENRY S., *PHI DELTA KAPPAN,* V52 N4, PP206-211, DEC '70
BY ASCERTAINING STUDENT ACHIEVEMENT LEVELS BOTH AT ADMISSION AND AT THE TIME THE STUDENT LEAVES A SCHOOL, AND BY COMPARING THESE TWO SCORES, A SCHOOL EFFECTIVENESS INDEX CAN BE FORMULATED. (RA)

EJ 029 829 AA 507 947
NO STATE FUNDS FOR PRIVATE SCHOOLS--SO SAY A MAJORITY OF PUBLIC-SCHOOL TEACHERS , *NEA RESEARCH BULLETIN,* V48 N4, PP114-5, DEC '70

EJ 029 834 EA 501 059
VOUCHER DEMONSTRATION PROJECT: PROBLEMS AND PROMISE SWANKER, ESTHER M.; DONOVAN, BERNARD E., *PHI DELTA KAPPAN,* V52 N4, PP244, DEC '70

EJ 029 835 EA 501 085
A NEW STUDY OF THE RELATION OF FINANCIAL VARIABLES TO EDUCATIONAL QUALITY ZOTOS, MICHAEL H., *IAR RESEARCH BULLETIN,* V11 N1, PP9-10, NOV '70
USING A NEW MEASURE OF EDUCATIONAL QUALITY, THIS STUDY SHOWS A HIGH CORRELATION BETWEEN EDUCATIONAL EXPENDITURES AND EDUCATIONAL QUALITY. (RA)

EJ 029 840 UD 500 674
ECONOMICS OF EDUCATION: PROBLEMS, PRIORITIES, PROPOSALS HARTLEY, HARRY J., *NEW YORK UNIVERSITY EDUCATION QUARTERLY,* V1 N4, PP8-13, SUM '70

EJ 029 849 EA 501 047
APPLICABILITY OF THE ONE MAN, ONE VOTE PRINCIPLE TO VOTING LIMITATIONS IN SCHOOL ELECTIONS SHAPIRO, FRIEDA S., *NOLPE SCHOOL LAW JOURNAL,* V1 N1, PP65-80, F '70
REVIEWS, WITHIN THE CONTEXT OF THE ONE MAN, ONE VOTE PRINCIPLE, THE RECENT SUPREME COURT DECISIONS THAT BEAR ON SCHOOL DISTRICT ELECTIONS IN THREE AREAS: (A) REPRESENTATIVE ELECTIONS FOR GOVERNING BOARDS, (B) SELECTIVE VOTER QUALIFICATIONS FOR PARTICIPATION IN SCHOOL DISTRICT ELECTIONS, AND (C) SUPER MAJORITY VOTE REQUIREMENTS ON SCHOOL FINANCE MATTERS. (JF)

EJ 030 045 EA 501 031
COMPUTER USE IN THE PUBLIC SCHOOLS: A SURVEY NIBLOCK, JOHN S., *AEDS JOURNAL,* V4 N1, PP1-16, SEP '70

EJ 030 046 EA 501 032
INDICOM: COMPUTER-ASSISTED INSTRUCTION IN OPERATION PAGEN, JOHN, *AEDS JOURNAL,* V4 N1, PP17-28, SEP '70
DISCUSSES THE WORK AND PLANNING REQUISITE TO THE SUCCESS OF AN AMBITIOUS, DEVELOPMENTAL, COMPUTER-ASSISTED INSTRUCTION PROJECT. (JF)

EJ 030 283 LI 501 161
FEDERAL AID TO BILINGUAL EDUCATION HALL, CLEM M., *SCHOOL LIBRARIES,* V20 N2, PP33-35, WIN '71
DESCRIBES SOME FEDERAL PROGRAMS DIRECTED TOWARD EDUCATION OF THE MANY SCHOOL CHILDREN IN THE NATION WHOSE NATIVE LANGUAGE IS NOT ENGLISH. (AB)

EJ 030 443 UD 500 791
MINORITY GROUP INVOLVEMENT IN URBAN TEACHING: A DESIGN FOR USE OF NONCREDENTIALED PERSONNEL IN REGULAR INSTRUCTIONAL PROGRAMS OF LARGE URBAN SCHOOL DISTRICTS BRUNO, JAMES E., *EDUCATION AND URBAN SOCIETY,* V3 N1, PP41-70, NOV '70

EJ 030 492 VT 502 057
IMPLEMENTATION IN READING, PENNSYLVANIA RAFFAELLI, ERMETE J., *MAN/SOCIETY/TECHNOLOGY-A JOURNAL OF INDUSTRIAL ARTS EDUCATION,* V30 N4, PP122-123, JAN '71

EJ 030 574 AA 507 890
THE UNEASY ALLIANCE OF COMMUNITY ACTION AND RESEARCH LECOMPTE, MARGARET D., *SCHOOL REVIEW,* V79 N1, PP125-32, NOV '70

EJ 030 580 AA 508 024
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EJ 030 620 EA 501 067
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